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Cover Photos:

Photographer
Jerry Lusk

In 1998 the effort was being made to bring competitive swimming to Ladysmith, WI and the surrounding area. Through extensive fundraising, the newly formed Flambeau Area Swim Team (FAST), was able to purchase some very needed training equipment as well as a timing system. In order to hold meets, however, we lacked lane lines. The team reached out to Adolph Keifer and Company, explaining our lack of funds and asking for help in finding some used lane lines. Mr. Keifer was a 1936 Olympic Gold Medalist and a supporter of competitive swimming in all forms. He offered the club the lane lines from the warmup pool in Atlanta's Olympic Games. Those lane lines served the club team and soon to be formed high school program very well until 2016 when they needed to be replaced.

Rather than recycle them or dispose of them, the decision was made to create a tribute to Mr. Keifer for all of his help. This flag is what was created from the lane lines and the ladies are members of the 2017 Ladysmith Co-op swim team known as "Trident". We are only sorry that Mr. Keifer passed before we were able to complete the project and send him a personal picture. A plaque will be placed with the flag in his honor.

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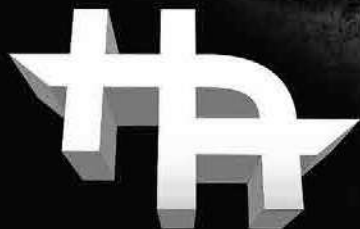
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Greetings,

You should be receiving this issue just before winter break. I know when I was coaching winter break meant more of everything, except school! So if you are coaching the "winter" season like I did you know what I mean! It really was a break in our season that in many ways could "make" or "break" it. But there were cookies, lots of cookies.

I probably liked the cookies too much.

Well, in theory, you have renewed your membership or you wouldn't be getting this issue. You are covered by an accident and liability insurance policy that is worth \$1,000,000. The policy runs concurrent with your membership, **August 1 through July 31**. NISCA is strictly adhering to this membership year for all member benefits. If your coach friends haven't renewed it isn't too late, but they shouldn't delay! They can join individually for \$50.00 or up to four coaches from the same school can join using the special team membership rate of \$150.00. Remember, the million dollars of insurance is included with the membership.

The All America application portals are open! Please submit your applications as soon as your season is over. Don't let your athletes pay the price for your poor memory! Water Polo is now online. So now all of our All America programs are online. **IF YOU DON'T SUBMIT AN APPLICATION YOUR ATHLETE CAN NOT BE HONORED.** (Tell your friends!)

Included in this issue is 2018 conference information. The tentative agenda and all registration materials are inside. I would encourage you to make your plans now to attend. Minneapolis is beautiful in March. And the pool is fast. (can Texas make it 4 in a row?) And we have an outstanding hotel and location for the conference. If you haven't been to a conference, it is an experience well worth your time. All members at the conference have the opportunity to attend and participate in the business of the association at most committee meetings and all general meetings. New and exciting things are brought up, discussed and decided at these important meetings. You don't have to be an "old" hand. Past decisions to add insurance to your membership, change the number of All America's per event, and pretty much everything else we have accomplished was brought up, discussed and voted on at our conference. Your input is important. **EVERYONE** gets the opportunity to speak. We also have clinics planned in what promises to be another exceptional program. And you get to hang around with some of the best coaches in the country. Watch our website (www.niscaonline.org) for updates on the speakers and their topics. We continually tweak the conference format, so please read the information carefully. We hope to inject some new things while taking care of the associations' business. So, some new things and some old things are in store for the 2018 conference!

Good luck as some seasons come to an end and new ones begin So here's wishing you a happy winter break and a great holiday season!

Mark Onstott
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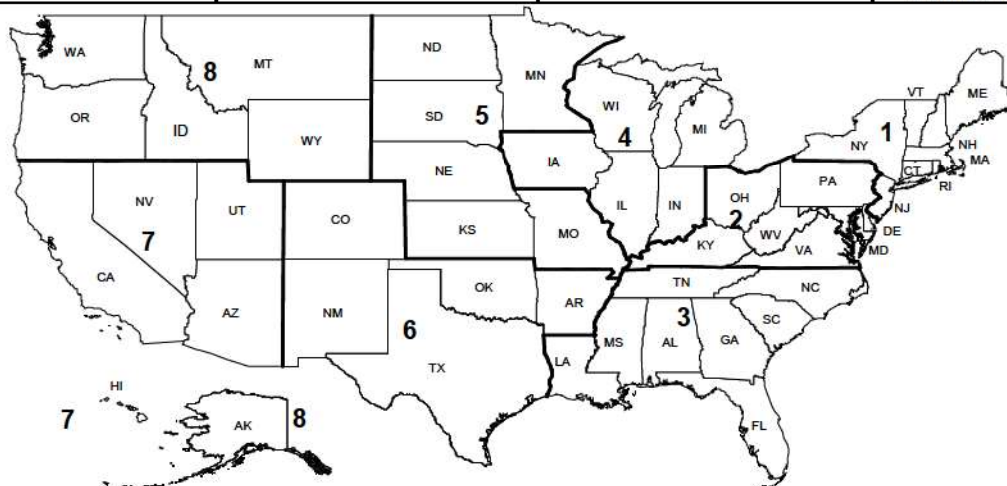
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From the Editor:

I don't know about you, but here in Tennessee it's getting dark! It's dark when I leave for the pool in the morning and it's dark when I get home from the pool in the evenings. It makes me want to curl up in front of the fire with a good read! I think we're giving you just that in this issue. We've got a great book review (gift idea for your favorite coach?) and an opportunity to meet some new folks in both our New Member Profiles and the Senior Spotlight. We continue our series of articles for helping your swimmers navigate the college selection process and provide some great tips for getting your kids and team the media coverage you need and deserve. If you're looking to brush up some skills we've got ideas for swim coaches and a diving article that I wish I'd had 15 years ago when I became the defacto diving coach with zero experience. Finally, Mac Guy has written up a conversation with Cheri Mah of Stanford about

the importance of sleep in a training program. This is a topic I think we will all be learning more about if we want our athletes to continue to improve. My college coach, George Kennedy, did some pretty radical things with sleep during the championship season and got great results. It's one resource that all teams and programs should have equal access to, if they choose to use it! I know that I'm personally a huge fan of more sleep and can definitely tell a big difference in how I function when I am mindful about rest in the same way that I focus on my diet and exercise. You can see from my photo at left that I'm not the only one at my house who maximizes sleep!

Remember to submit your All America applications as you are able and pencil us in to your calendar for the National Convention in March. In the meantime, enjoy your holidays, get in some quality training.....and maybe a nap!

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From the Bookshelf: Haunts of the Black Masseur: The Swimmer as Hero



Haunts of the Black Masseur: The Swimmer as Hero, Charles Sprawson, Penguin Books 1992, (305pp, \$22.00 US Hardcover), ISBN 0-14-02-3546-9.

Despite its curious title, this book has nothing to do with a massage therapist's hangouts per se, but it does have a lot to say about the gist of its sub-title, "The Swimmer As Hero." But before I get to the text of Sprawson's narrative, I think it only fair to warn the reader that this is a different kind of book about swimming, an esoteric book, an obtuse book at times, an erudite book, an exotica, if you will, that says little about competition or training or stroke technique but a lot about Dawson & Company's almost neurotic fascination for embracing water. And because this is such an unusual and challenging book, it is also a difficult book to review in the usual way . . . hence, I present, not a review as such but a review essay, the structure of which allows me not only greater latitude in my remarks but greater length as well. So on to the exotica, as it were.

We learn in the sub-text of "Haunts" that Charles Sprawson is an English art dealer and later in life swam the Hellespont. I only mention this because this is the second review I have written this past year

on a book by a writer who has paid particular attention to swimming that two-way stretch of strait, romantically referred to by many as the Dardanelles, a way of water, if you will, that separates not only Europe from Asia but the Black Sea from the blue Aegean. What is there about this particular body of water that apparently requires a visceral response, I wonder? Maybe it's the bloody history or the mythology or the representative art of this ancient waterway that somehow requires a written reaction of some kind. Maybe I'm making too much of it all. Maybe it's merely a matter of water off a swimmer's back.

That demotion aside, the organization of Sprawson's deliberations emerge from eight weighty chapters preceded by an introduction that begins with the author's charming recollections of learning to swim in India and then in the classical, Mediterranean city of Benghazi (in the news lately for other reasons), where Cleopatra and the Romans had reputedly swum centuries ago. An overview of Sprawson's research reveals a large measure of anecdotal information gleaned from references devoted to swimmers postured in art, literature, history, and biography: water people with recognizable names like the sculptor Rodin, and French writers Hugo and Flaubert, and British poets Coleridge and Shelley and Swinburne and Brooke and Lord Byron, as well as American writers Hemingway and Poe and Jack London and Tennessee Williams, and even F. Scott Fitzgerald and his brilliant but schizophrenic, jazz-age wife Zelda, to name only a few.

Sprawson's first chapter is entitled "The English Ascendancy," Much of that rise focuses on British swimmer Matthew Webb, the first man to swim the English Channel (breaststroke, of course), who later met his demise in a giant, turbulent whirlpool at the foot of Niagara Falls, and Australian girl Annette Kellermann, whose eye for fashion and function, as well as exhibitionism in the early 1900's, contradicted and then ultimately defrocked the entrenched tenets of "biblical modesty," a term associated with the tent-like and confining nature of women's swim apparel of that era. Together, and despite their demises of more than a century ago, Kellermann and Webb remain to this very day as two of the more pivotal figures in swimming history.



Annette Kellermann

Sprawson's second chapter, entitled "Classical Waters," centers primarily on the Greeks and Romans and their passion for swimming. By the end of this era of "acqua felice," as the Romans called it, the Golden Age of Rome was already in decline. And shortly after the Romans' fall from historical grace, water gradually lost its allure in their literature

as in life. In fact, water became considered "detrimental to health, its influence devilish rather than divine and, instead of a place of pleasure, a breeding ground for rats, plague and disease." From the quag of this muck and mire evolved the necessity of keeping the head elevated above contaminated water. Voila! BREASTSTROKE became by necessity the stroke of choice. What followed was a period in which the status of the swimmer declined. No longer was he considered a hero. The literature began to depict him metaphorically as a fallen figure "adrift in the vastness of the sea and finally overcome by despair." Then, it seemed, a swimmer needed supernatural intervention, aka a miracle to survive. The chapter concludes with thoughts about the clash between the Christian church and swimming. "Exotic performances by naked women in open-air pools were predictably condemned by the clerics during this time, as were the spectators who came to observe these strange and erotic tableaux. Swimming, like sexual pleasure, came to be associated with the devil and was suppressed during this era of domination of Europe by Christianity."

Chapter III is entitled "The Eton Style." Interestingly, the early part of this chapter is devoted to George Gordon Byron, commonly known as Lord Byron, a rival Harrow School boy and not an Etonian. Byron, who spent much of his life in Italy and Greece, is well-known in the literature for his life-long devotion to water and swimming. One Etonian, who is featured in this section of the book, is British poet Percy Bysshe Shelley, who by his own account "barely escaped the misery of Eton," a misery and torment brought upon him by older boys as well as school masters for his refusal to take part in the entrenched Etonian tradition of "fagging" (servitude

to upper classmen). Shelley's retaliation to all this harassment was to blow up a stately tree on Eton's hallowed South Meadow with gunpowder. No matter, he survived the blast and the rigors of Eton and went on to Oxford and later became one of England's most revered poets. But what of his connection to swimming? Ironically, Shelley never really learned to swim well but nonetheless lived a life full of fascination for water and immersion in it. When Shelley drowned in the Mediterranean later in life, "a volume of Sophocles clutched in one hand, it was the culmination of a love affair with water that in the end influenced him to sink rather than to swim." The first swimming society in England was formed by a group of old Etonians in 1828 and later a book bearing the title *The Art of Swimming in the Eton Style* was published by the school's swimming coach, Edward Leahy. Its content proclaimed that movement in water "must be leisurely and that the hands are useless in propelling the body." That ridiculous assertion aside, Leahy proclaimed the "Eton Style" to be the "most perfect stroke in the world" and further proclaimed that "it was only at Eton that swimming was made a science of." Ah, the wilderness of sage and sanity.

*Movement in water must be leisurely
and the hands are useless in propelling
the body.*

Sprawson returns the reader to Lord Byron in Chapter IV, a section entitled "The Byronic Tradition." If Shelley was the most pathetic of British "literary" swimmers, then Byron was regarded as the most pre-eminent in his time. Indeed, he spent almost as much time in the water as out of it, from birth to boyhood and then eventually to his death by

drowning. He swam the Hellespont when it was considered impossible to do so (except in myth). That feat by itself not only made him "a legend in Europe but enabled him to distance himself from the British literary society he so deeply despised, writers he considered to be merely all author only and not gentlemen." Throughout his life Byron suffered moods of depression tinged with wanderlust, melancholy and nostalgia. Swimming long distances alone in the sea became his standard measure of withdrawal from these moods. When Sprawson mentions Byron's swim across the Hellespont, he resurrects his own swim across that treacherous strait. As a matter of fact, many of Sprawson's European swims were shadowed by the knowledge of what Byron or one English poet or another had done before.

Chapter V of "Haunts" is a rather obtuse section entitled "Characteristics of the English Swimmer." The characters in this chapter, most of whom are readily recognizable writers, are more interesting than the so-called characteristics: i.e. Matthew Arnold and T.E. Lawrence (of Arabia fame), H.H. Munro (aka Saki) and Rupert Brooke, the famous WWI poet, for whom the idea or image of the swimmer as hero reflects not only a worship for something free and daring but a symbol of youth as well in a world condemned by an older generation given over to warring with each other. It was in the life and work of Rupert Brooke especially, that a classical feeling for swimming evolved to visions of purification, a cleansing of both body and soul. In Brooke's war-world of torn trench and town on the battlefields of WWI, there was a dire need of spiritual cleansing, just as there was in the bloody waters at Gallipoli, where Brooke met his maker at last in a war

he had volunteered for to liberate the holy land of Attica from the Turks.

Comparatively speaking, a thin Chapter VI entitled “German Romanticism” breaks the reader away, for the moment at least, from the English. Over time, the Germans have made extraordinary contributions to the idea of the swimmer as hero. Perhaps the finest and most graphic example of this can be found in the work of German cinematographer Leni Riefenstahl, whose film portrayal of the 1936 Berlin Olympics, *Olympische Spiele*, gave the world not only a romantic but an artistic view of the virtues of physical athleticism. Beyond Riefenstahl, and predating her by more than a century, is Johann Wolfgang von Goethe, Germany’s most eminent scholar/writer/statesman and philosopher of that period. Like Byron, Goethe came to realize that swimming offered him an opportunity to identify with the spirit and virtues of the Greeks. And also like Byron, swimming appears to have made a profound effect on Goethe’s recovery from habitual fits of depression. Other anecdotal vignettes of German romanticists and their respective fascination for swimming include writer Thomas Mann and composers Richard Wagner and Felix Mendelssohn. Spawson’s concluding paragraph in this chapter ends surprisingly with an interesting segue: “swimming seems to have appealed to something fundamental in the German soul, so it is no surprise perhaps that the legendary swimmers of the world . . . Weissmuller, Ederle, Keifer, Schollander, and Spitz have been of German extraction,” . . . the irony of which leads the reader to Chapter VII and to “The American Dream.”

“The American Dream” begins with a description of the third floor natatorium at the famous New York

Athletic Club, which at one time in its long and hallowed history was the ‘Hub’ of the wheel of swimming in the United States. Here, behind the Romanesque colonnades that dominate the pool proper are photographs instead of statues, pictures depicting the club’s long list of aquatic heroes. Featured among them are the smiling faces of Charles Daniels and Louis de Breda Handley, both of whom won multiple gold medals in the 1904 Olympics in St. Louis. Handley went on to become one of the premier swim coaches ever in American Women’s swimming, while Daniels became a wealthy financier in New York. Both were early inductees into the International Swimming Hall of Fame.



New York Athletic Club's 3rd Floor Pool

Predating Daniels and Handley by more than half a century is Spawson’s mention of American painter George Catlin, who became famous for painting an aboriginal way of life along the banks of the Missouri River in the last years of the various tribes’ existence. His drawings depict them by the hundreds swimming the overhand recovery stroke, in all probability the first documented evidence that tribes along the Missouri River, at least, were the first North Americans to use the overhand recovery stroke. Following this moment of Catlin, Spawson moves on to another American painter, Thomas

Eakins and his famous painting, "The Swimming Hole," a canvas expressing not only Eakins' passion for swimming itself but an evocative sense of a "return to the innocence of youth" as well. On the other side of that idea is the outright, death-defying exuberance, personified by the daring antics of F.Scott Fitzgerald's beautiful but psychotic wife Zelda. As a youngster in Montgomery, Alabama, she had been well known for her "fearless diving from high places, both in and out of her bathing suit. She became the "exponent extraordinaire," if you will, of what was referred to in those days as the "dive of the times," the swallow/swan dive or more exactly, simply the swallow dive. Sprawson goes into great detail of the many luminaries who possessed an infatuation for high diving in the "Roaring Twenties." In addition to F. Scott and Zelda, are the recognizable names of Tennessee Williams, Robert Penn Warren, Jack London and Annette Kellerman. During the period leading up to WWII, American divers were the best in the world.



One exception is worth mentioning here: an emotional Egyptian named Farid Simaika, who at the 1928 Olympics in Amsterdam was declared the winner of the high-diving competition. But halfway through the playing of the Egyptian national anthem paying tribute his triumph,

he was demoted to second place because of a miscount. As if that was not enough to bear, his demise turned out much worse, as years later his head was found suspended by strings from a palm tree having been threaded through each ear by headhunters after he was shot down in a night fight over the Pacific during WWII. Sprawson ends this chapter with a bookend to its beginning by inviting the reader into the great swimming pools of an earlier era, including the pools at the Hearst Castle in California, the Venetian (an extravagant, converted quarry pit in Coral Gables), and the great Sutro Baths of East San Francisco, and, of course, on the other side of the bay, the gigantic Fleishacker Pool, the largest open-air pool in the world at that time.

Sprawson's final chapter in "Haunts" is entitled "The Japanese Decade." Its subtitle is "The Way of the Warrior." The decade in point is the 1930's and begins with mention of Japan's stunning performance in men's swimming at the 1932 Olympic Games in Los Angeles. The Games were intended to showcase a powerful American team, but a dark-horse Japanese men's team emerged from seemingly nowhere to win five of the possible six events and eleven of the eighteen medals awarded. How, one might ask, did the Japanese ascend from practically nowhere to dominate the '32 Olympics and then hold on to that supremacy through much of the 1930's? Two reasons primarily: first, they became masters at copying stroke styles, especially Johnny Weissmuller's freestyle stroke on display at the 1928 Olympics. They returned from Amsterdam with numerous diagrams, photographs and film and proceeded to adapt the strapping Weissmuller's stroke to their own more "squat and square bodies." So far as the "Way of the Warrior" is concerned,

Japanese training was based on updating the collective surge and spirit of the Samurai tradition of training. Team members lived together, swam together, and prayed together. There was simply no dislocation, either spiritual or physical, toward the pursuit of world records and gold medals. WWII, of course, not only brought to an end a large measure of Japanese nationalism but Japanese swimming dominance as well. Both Germany and Japan were banned from the 1948 Games in London. a sentence not to be pardoned until the 1952 Olympics in Helsinki and, subsequently, the '56 Olympics in Melbourne, where Japanese breaststrokes represented the vanguard of the underwater breaststroke revolution. This is a thin chapter in comparison to others but a fascinating one nonetheless.

In summary and in brief, the thread that runs most true throughout Sprawson's book, is the thought that each of his chosen heroic swimmers, whatever nationality they may be, inevitably discover a release from the perplexities of their troubled personal lives in the remedial presence of water. Swimming for all of them, including Jack London, who often floated out to sea roaring death chants, became not only a ritual but an obsession. Perhaps the book review editor from the *Washington Post* should be given the final metaphorical word in this deliberation: "This oddly charming book is about swimming in the same way that *Zen and the Art of Motorcycle Maintenance* is about Harley-Davidsons. It brings alive the pleasures of water and of measuring oneself against it. Reading *Haunts of the Black Masseur* is like standing beside a cool pool on a steamy summer day: the temptation to leap in is irresistible."

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Annette Thies, Albuquerque Academy



As the new membership chairman, I want to know more about our members and noticed that we have several members that signed up soon after our new

membership year started. At the end of September, there were 86 coaches registered as new NISCA members. Two members were randomly picked, and I contacted them to get to know more about them.

Randy Elsner, Squalicum High School, Bellingham, WA



Randy Elsner is the 27-year-old Head Coach at Squalicum High School in Bellingham, Washington. He has been coaching for 9 years, starting as an Assistant Coach. He coaches both the girls and boys teams and has between 20-30 swimmers per team. Randy also coaches for the summer league team where he started his swim career. Last year he forgot to register then had a swimmer make an AA time and he realized if he'd been a member it would have cost him less to submit the AA application. This year he registered early so any AA applications he submits will be covered by his membership fee. Also, Randy wants to be more

involved professionally in NISCA so becoming a member will give him an opportunity to volunteer with the organization. Randy's biggest coaching challenge is pool time because he shares a public pool with three other teams. When asked what he liked best about coaching Randy didn't hesitate. It's the "lightbulb moment" when it suddenly clicks for the swimmer. When I called to talk with Randy he was meeting with his boys' team captains to develop team goals, part of a Culture of Excellence for athletics at his school. The program focus is goal setting and team building and it all starts from the ground up, facilitated by the coach. Randy is an

enthusiastic young coach, one that we hope will end up being a lifetime member and passionately committed to the NISCA organization. When he

isn't coaching he is a substitute math teacher with the goal of becoming a full-time teacher soon

Mary Johnson, Bristol Tennessee High School, Bristol, TN



Mary Johnson is the 48-year-old Head Coach at Bristol Tennessee High School in Bristol, Tennessee. Mary coaches both boys and girls during the same season and currently has 58 swimmers. She is in the enviable position of moving into a newly remodeled natatorium soon. She has been head coach at Bristol for the past 3 years and is also a 6th grade teacher. In the past Mary has also coached with a club team. Mary enrolled early because she kept putting it off last year and didn't want to miss the benefits of a full year membership for 2017-2018. She has been using the NISCA web site and finds the coaching resources very helpful. Mary is interested in attending a NISCA conference in the future, especially if there are good educational meetings available. Mary's biggest

coaching challenge is not working at the school where she coaches. What she likes best about coaching is interacting with the swimmers and sharing a love of the sport. Mary has devised several very popular team building activities for her team. The team does a lot of fundraising. During fall break she took 37 swimmers to Disney World and included practice sessions at a local high school. In Tennessee swimming is the only sport that doesn't have to adhere to the state high school sports governing body, so Mary starts her practices mid-September with conditioning, running, and weights. Pool time begins early October before the season starts in November. Mary is excited for their new season in a new pool and enthusiastic about her team in the 2017-2018 season.

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Bi-Monthly NISCA Journal
High School Coaches Manual
NISCA Constitution and By-Laws

BENEFITS TO MEMBERS

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Completion of Service
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SENIOR SPOTLIGHT: A PAIR OF STANFORD BOUND STANDOUTS

Zoe Bartel, Fossil Ridge High School, Ft. Collins, CO

All America 200 IM and 100 Breaststroke



The highest-ranking junior on the 2017 All America list for the 200 IM and 100 breaststroke was Zoe Bartel of Fossil Ridge. This year she is looking forward to key meets- Winter Juniors, Junior Worlds over the summer, Federal Way Sectionals, US Open

next summer, Mare Nostrum, Pro-series meets, High School dual meets and invitationals, and the Colorado High School State Meet in February.

Her academic interests are all over the place. She is interested in Bioengineering, Political Science, Economics and Government. She wants to study Biomedical engineering and make prosthetics so she can help people be mobile again and get back on their feet, literally.

At practice, Zoe really enjoys racing sets. She loves to go off the blocks and go fast. In terms of drill sets she likes Breaststroke days, working in and out of the water, pace, cords. She enjoys working hard and training hard and pushing herself and her teammates to be better every day.

Fun facts about Zoe: She can solve a Rubics cube. Her favorite thing to do on a Sunday morning is the New York Times crossword with her dad. She is an avid skier and spends as much time on the mountain as she can during the winter. In the summer, she enjoys long evening walks with her dog. She will attend Stanford in the fall to swim.

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Morgan Tankersley, Plant HS, Tampa, FL

All America 200 Freestyle and 500 Freestyle



In the pool, Morgan is currently focused on the Florida State finals and trying to help her team win a state championship. Last year the team was State Runner-Up, so she is definitely motivated and is pushing the team to take care of that bit of unfinished business. She will once again be swimming all freestyle events including the relays. Outside the pool, Morgan continues to work hard at school and still maintains her 4.0 GPA. Her hard work and dedication have paid off both in and out of the pool

as she will be attending Stanford University where she would like to study in the field of Cognitive Neuroscience. Being able to attend a school that excels in academics and in swimming is the ultimate reward for all of the hard work that she puts in every single day no matter what she is doing. Morgan is the heart of our team because of her superior attitude. Her positivity and humble approach to swimming fast has made a good team great. We will forever be in her debt for what she has done for the school and for the team.

NISCA High school swim coaches exchange group

<https://www.facebook.com/groups/HSSwimCoachesNISCA/>





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FEATURE:

HOW TO TALK WITH COLLEGE COACHES

Managing and Navigating the College Recruiting Process

Courtney Bartholomew- Streamline Swimming



The process of assembling a best-fit list of schools is crucial for a prospective student-athlete who aspires to swim collegiately. Developing a list of colleges and universities that

matches academic and swimming credentials, as well as other selection criteria, establishes the roadmap for finding collegiate swimming opportunities. However, if a swimmer's list directs him/her toward the wrong schools, he/ she can potentially miss an opportunity because of this incorrect judgment.

So what makes an incorrect best-fit list of schools? With access to school websites, as well as useful online tools like the NCAA, SwimSwam, SwimmingWorld, (to name a few!) families have a lot of helpful information available to put together a proper list. And yet something is still getting in the way. In my work with age group swimming families, I often find they tend to overlook a variety of key points while attempting to assemble their best-fit list. To make sure your list is on track, be mindful of the following suggestions:

ASSESS TALENT LEVEL ACCURATELY AND ESTABLISH REALISTIC EXPECTATIONS.

Overestimating a young swimmer's capabilities, academic ability, and the improvement that can be achieved during the recruiting process can all result in the pursuit of too many "reach" programs. Consequently, more appropriate college swimming opportunities may be missed as precious time is lost focusing on unrealistic options.

COACHES RECRUIT CONTRIBUTORS.

College swim coaches are interested in signing athletes who can contribute as college freshman. Coaches are looking for swimmers to fill the void left behind from graduating athletes. They are also searching for individuals who would contribute on relays (the more relays the better!). This dynamic in the recruiting marketplace emphasizes the need for age group swimmers to build a list of schools with a strong core of programs that match their swimming abilities.

THE “ACADEMICS AND SWIMMING-FIT” COMPONENT IS CRUCIAL.

You should attempt to find programs where you can race competitively as a freshman and achieve your academic goals simultaneously. Focusing on the academic-athletic objective as you select schools will accelerate your personal development, both in and out of the pool.

AGE GROUP SWIMMING DOES NOT EQUAL COLLEGIATE SWIMMING.

To more effectively pinpoint reasonable “target” schools from a swimming standpoint, seek swim programs where your best times from tapered competitions and in-season races fall within the times of the college travel rosters. This is a great principle to start your selection of teams that align with your swimming abilities.



MAINTAIN AN OPEN MIND.

The college landscape is full of quality schools (Divisions I, II, III, NAIA, and NJCAA) that offer great coaching, facilities, academics, and campus settings. Some of these schools may be lesser known, but they can offer great environments for academic and athletic achievement. Do not write a school off if you have never heard of it; it could be a really great fit academically and athletically!

YOUR “BEST FIT” LIST MAY DIFFER FROM YOUR FRIENDS LISTS.

Each age group has unique talents, abilities, interests, and preferences. As a result, your school selections (and recruiting plan) will likely be different than those of your peers. This is normal! Sticking to the school list and plan that is best suited for your wants, needs, and abilities (academic and athletic) will maximize the effectiveness of your recruiting efforts.

Admittedly, the task of creating a best-fit list of schools can be difficult when facing such a large pool of college options. Taking a realistic and informed approach in selecting schools that are true matches will position you for a much more streamlined recruiting process. I feel confident the insights I share can be instrumental in creating the

Courtney Bartholomew is a former Division I, four-year, full scholarship student-athlete for the University of Virginia. Realizing the college recruiting process is becoming increasingly difficult for families to manage and understanding that families need support during this time, she founded Streamline Swimming. Now as a college recruiting consultant, Courtney mentors clients and their families toward

best-fit list of schools for you. If you need assistance in the process please visit my website, www.streamline-swimming.com, for more information.

well-informed and sound decisions that will enhance their athletic development, assist them throughout the recruiting process, and lead to long-term success in life beyond athletics.

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HIGH SCHOOL SPECIFIC:

SWIMMING: FAKE NEWS- OR JUST UNREPORTED

A Quick Guide to Getting Publicity for Your Team

by Mike Stott, Collegiate School, Richmond, VA



Many swim coaches do an outstanding job of publicizing their teams, primarily to internal audiences. John Casadia at Vineland High School in New Jersey for years excelled at featuring swimmers in his various communications, especially his end-of-meet wrap-ups.

"I'm amazed," Casadia says "at how little coaches do to sell their teams. Coaches need to reach out not only to the media but their in-house people, i.e.: school boards, principals, middle schools, etc. My favorites were, THE BUOY, a weekly team newsletter, yearbook and the Poster. The Poster generated \$5,000 - \$10,000 so it served a dual purpose as advertising and fundraiser. Now, at our high school, five-to-10 other teams have posters. They are in every classroom, board office, and throughout the community," he says.

Jim Koehr at Seton School in Manassas, Virginia maintains a comprehensive team website and in season devotes much of his Sunday afternoons producing a swimming blog that can occasionally

run 5000 words. And then there is social media. One coach making ample use of this medium is Jenn Gosline of George Jenkins High School in Lakeland, Florida who is all over Facebook promoting her team.

But what if you want to cast a wider net and tell more people about your team. In most cases that calls for reaching out to mainstream media – especially newspaper and television. These days with radio formatting so restricted in its interests and time constraints unless you've got a local sports talk radio host with an interest in swimming it is not worth your time.

Swimming is included in the list of Olympic sports. And, as most coaches will attest, that can often mean attention to the sport once every four years. BUT, it doesn't have to be that way. Most high schools, even big ones, do not have a communications arm that addresses sports in any meaningful way. And if there is anyone that remotely serves in a sports information capacity that person's attention is likely drawn to football and basketball – not swim and dive.

If you want to cast a wider net and tell more people about your team. In most cases that calls for reaching out to mainstream media

Getting Started



An important first step for any coach eager to get local media for his team is to ascertain if it is important to the school and perhaps an athletic director. In my 15 years at The Collegiate School in Richmond, Virginia it was important to me, partly because I did media relations professionally in the corporate world for years. My AD's and the school liked sports publicity, but never put the resources toward it to make it happen, so I just made it a part of my job.

I was fortunate at Collegiate. I often had good athletes whom I could promote. In 15 years coaching boys and girls Collegiate had nine state champion teams, 55 athletes earned 261 All-State honors, 15 athletes won 50 NISCA All-American recognitions, three of whom went on to become 23-time NCAA All-Americans. I also benefitted from the fact that Richmond had a strong USA Swimming presence so the sport wasn't totally foreign to the prep sports writers.

Let's assume you are a coach with some talented athletes and maybe some stories to tell. So how do you generate interest from the media? First, you have to **gather the facts**. Reporters look for the who, why, what, where, when and how when writing their stories. In preparing your presentation to the media explore those six elements.

Secondly, look for an angle that a news outlet might consider **newsworthy** to a larger audience than just yourselves or your parents. Spoiler alert -- getting print coverage is *generally* much easier than getting TV coverage. However, there are notable exceptions.

Additionally look **for the unusual**. In the two neighboring counties surrounding Richmond high schools launched swimming programs on a club basis after approaching the Virginia High School League seeking sanctioning of their teams as a varsity sport. In sports crazy Richmond that was big news and opened up opportunities for a number of schools to tout their teams and athletes to the local media. The impending sanctioning essentially legitimized the sport in the eyes of the media, ergo and met meriting coverage.

Events that are **timely** have particular resonance. Have a rivalry, conference or state meet coming up? Offer to write a preview. I often did that for our conference meet suggesting that the competition was a harbinger of the state meet. It helped that two girls' and four boys' teams from our conference had captured every state championship going back to 2007.

Coaches in charge of summer league teams have even more options. Seeking coverage for our multi-time league champion team I seized upon an oppressive heat wave. High temperatures dominated the news for a week so I called local TV stations and told them I had a twist on the weather story. We had a scheduled evening meet and were going to put 10,000 pounds of ice in the pool to drop the water from 90 degrees. Two stations sent reporters into the sweltering heat and covered the dumping of ice.

When the water temperature in the six-lane pool dropped one degree a team parent who owned a refrigeration company told me if we ever did that again to call him and he'd donate the ice. The next year we had another heat wave and another meet. This time 40,000 pounds of ice went in. Two more reporters appeared to report the water temperature dropping four degrees. Bottom line, our team became the focus of a weather story rather than a swimming story. It turned out to be win-win. The media had a fun story and our team and parents enjoyed the publicity.

Different can also bring publicity. For years we rented pool time from a conference rival. When our home pool became the one used for 2008 Olympic Trials we were able to attract interest and reporter ink and air time.

We also made the most of a **celebrity swimmer**. We hosted a meet in January 2013 in which Stone Ridge standout and 2012 Olympic gold medalist Katie Ledecky took part. I notified local media in advance and we received TV coverage and had a visit from the local sports columnist.

Fantastic local athletes, especially well-spoken ones, can become a magnet for coverage. I had four who chalked up a total of 48 state titles and excelled on the national stage as well. One was a member of the USA Swimming National team, another was a three-time National Junior team member (and captain one year), a third a valedictorian and member of a USA Junior team that competed in Asia. The payoff was the swimmers were so successful that when the accolades started to pile up reporters began to ask about them without prompting.

OK, let's assume you now have an angle, the next step is to introduce yourself to media. But how?

Pick up the phone and call the sports editor, a beat writer (if there is one), someone/anyone in prep sports. I have often befriended news reporters and given them something unusual -- and in some cases that has resulted in the writer actually taking an interest in swimming and making it his beat. An extreme instance was a reporter being so entranced he came out to a summer league championship and actually went through every result of our 103 event meet and writing a lengthy story on it.

Another approach - go visit the reporter at their place of work. Several years ago a new sports editor came to town. Previously I had been trying to get a beat writer assigned to swimming. When the new editor and I had trouble scheduling a luncheon date I took his order for a Jimmy Johns sandwich and met him in his office for a "business" lunch. He was kind enough to assign a reporter to swimming.

If time permits set a luncheon date. If you do, I guarantee that you will be the first person to have extended that courtesy in the last year -- and first person ever to do that to talk swimming.

Most importantly offer yourself as a **resource** on swimming -- and not just on your team. Be knowledgeable about other teams, local swim politics and club teams. Do some research and give reporters the names and contact info on local coaches (public, private, club teams). I do it all the time. It helps reporters do their jobs better and establishes me as the local expert -- which in turn gives me a chance to advance my swimming agenda.

And don't let that contact be a one-time thing. **Cultivate the relationship** over time. Pass on

relevant tidbits either by phone, email, even text. Don't be bashful about writing a news release either. If you get good at it you will be surprised how when something does appear it may look exactly like the words you sent to the reporter in the first place.

The Value of NISCA

Much of what I have supplied to the media over the years has been NISCA driven. Consider the options NISCA opens up. Think how easy it is to summarize your team's year-end results by capturing performance using Power Point National Dual Meet Rankings, Swim & Dive All-Americans (I include the names of any swimmer from any school in the paper's coverage area), Academic All-Americans, Scholar Team results (my girls had a 3.869 team GPA last year) and college commitments. Performance under the NISCA umbrella offers a gold mine of legitimate recognition. Make use of it.

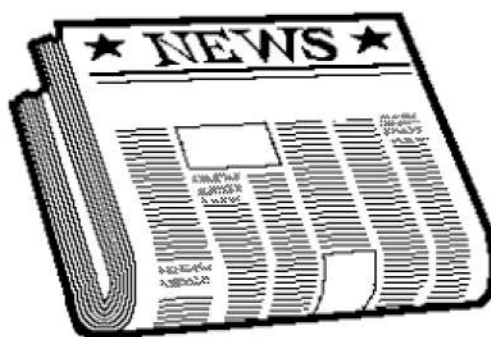
My target for items like that is the person who writes the *Prep Notes*, a hodge-podge of high school sports news that covers any all and all high school sports. My contributions are welcome because I have knowledge in an area that tends to be off the writer's beaten path and it is well received because it is a departure from football and basketball.

In my self-appointed role as a resource I also do our local daily newspaper, the *Richmond Times-Dispatch*, a big favor. For years I have researched, prepared and compiled their full All-Metro swim and dive list (the top two times by gender for each swimming and diving event). I am valued in this case because the paper realizes there is an audience for this information and because my service as a resource keeps **their reporters from having to do it themselves.**

Koehr at Seton utilizes a similar strategy. "The way I do it," he says, "is to make sure I know the reporter, and then, most importantly, I let him know about my blog. Then I give him blanket permission to draw any quotes he wants straight out of it with or without attribution. In other words, I largely write the article for him. (To access Koehr's blog go to www.setonswimming.org.)

When you get regarded as a resource you will then get calls from reporters on swimming issues (imagine that – someone calling you about swimming) – and that only boosts your credibility and brings greater visibility to our sport.

Years ago a U.S. president's wife was asked why she liked libraries. Her answer was simple. I like them because "the only entrance requirement is interest." It's the same with media relations. Yes, it will take some work, but if it is important to you, your athletic director, your school and/or your parents a little persistence will carry you a long way.



Michael J. Stott is an ASCA Level 5 coach whose Collegiate School (Richmond, VA.) teams won nine high school state championships. He was named a 2017 recipient of NISCA's Outstanding Service Award.

HIGH SCHOOL SPECIFIC:

Frank Lenti's Five Motivational Keys for High School Athletes

by John Sikes Jr, Championship Performance



One of the hardest parts of high school football coaching is motivating young athletes to practice. To do this effectively, the coach has to foster an understanding of the relationship between training, practice and

peak performance. He must encourage the athletes, provide structured training, and help them gain the self-discipline necessary for success and excellence on the field.

BUILDING THE COACH-ATHLETE RELATIONSHIP.

Effective motivation flows from the partnership between coaches and athletes. As coaches, we must understand our athletes as individuals and as a team - gain their trust and respect.

We must remember that we're coaching people, not machines. We must teach youngsters the mechanics of a sport, but we must also assist in building their character. Showing support and interest in all facets of their lives helps build an effective coach-athlete relationship.

A good way to demonstrate such personal interest is by working out with the athletes. It will show them that you've been where they are; that you know it's hard work, and that you're willing to sweat, too.

DEVELOPING A WINNING ATTITUDE: SETTING

GOALS. At Mount Carmel HS, we think in terms of attitude, motivation, performance, and success. Success is a journey, not a destination. Success is realized the moment an athlete gains a winning attitude, is motivated to set a worthwhile goal, and begins to move toward that goal.

A winning attitude is the best motivator. If athletes believe they can achieve their goals, they'll try harder and increase their likelihood of success.

A positive coach-athlete relationship lays the groundwork for this attitude, and the setting of clear cut goals helps establish it. Coaches should help the athletes set long-term goals and encourage them to achieve these goals through a series of short-term goals.

he incremental goals will keep motivation high, while giving the athletes an ongoing sense of achievement. Once the athlete begins developing a sense of accomplishment, he will be motivated to try even harder.

At Mount Carmel, we have our athletes write down a goal and the obstacles they anticipate in reaching it. We then identify the steps to take and the short-term achievements leading to the goal.

For example, if a football player wants to play wide receiver but isn't fast enough; we set short-term goals to increase his speed. Each tenth of a second improvement in speed will motivate him to try even harder. If he increases his speed enough, we will give him a chance at wide receiver. If he doesn't, we

will examine why and set up a new workout schedule.

INCENTIVES AS MOTIVATORS. Incentives (material rewards for good performance) are commonly used for motivation, but may only be effective on a short-term basis. Athletes may become satisfied once they achieve rewards, such as helmet stickers or plaques, and the rewards will lose their power to motivate. We often have to increase the value or quantity of incentives to motivate players on an ongoing basis.

FEAR MOTIVATION. We do not believe that fear motivates. Fear motivation, or punishing players to "motivate" them, is only a temporary expedient. After repeated exposure to fear tactics, athletes become immune to threats, and continued punishment may destroy their desire to participate. It's difficult to justify using fear to motivate young players.

T-E-A-M. It's important to remember that athletes can motivate one another. We usually split the players into drill groups and score them as a team

rather than as individuals. These training sessions help build team morale and make the players feel they have invested in one another. Each player has a responsibility to the team. We share the short-term goals of improving attitudes and basic skills with the long-term benefit of overall improved performance.

SUMMARY. Motivation is simply a means to an end. If we provide exposure to positive ideas over a long period of time, we will produce a successfully motivated athlete.

To summarize, this is our Mount Carmel Credo: Attitude controls motivation; motivation controls performance; performance controls success.

Frank Lenti, Head Football Coach

Mount Carmel High School

Excerpted from the book Championship Performance Coaching Volume 1 – Legendary Coaching Wisdom on Leadership, Motivation, and Practice Plans to Achieve Your Dream Season.
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Cheri Mah, UC San Francisco, Interviewed by Mac Guy

Sleep: Key to Performance



The demands on high school swimmers are greater than ever. Beyond late night or early morning training sessions (whenever the team can get time and space) swimmers often maintain irregular schedules throughout a season. Add in dryland, rigorous academic course loads, and social schedules that can be sustained on mobile devices, and it can be very difficult for athletes to get a good night's rest.

The evidence that a lack of sleep negatively affects cognition and motor skills is widely known. In extreme cases of sleep deprivation (17-19 hours without sleep) the resulting impairments mirror those found in people who are drunk. Despite this understanding, athletes continue to sacrifice sleep, to complete homework, to chat with friends, or to get up early for morning practice. In part, many simply don't understand how important sleep really is. By

helping swimmers to understand the link between sleep and peak performance, high school coaches can help their swimmers prioritize sleep and get a leg up on the competition and on their lives.

Sleep Expert Cheri Mah to the Rescue

"What can I do to go faster?" is a question that great swimmers ask of themselves every day, and Cheri Mah, research fellow at the University of California San Francisco (UCSF) has the answer: sleep more. Since she was an undergrad at Stanford, studying with the "father of sleep medicine," Dr. William Dement, she has been "fascinated with sleep, how young the field is, and how much we still need to understand about how sleep impacts daytime performance and health." Mah has dedicated the decade since to the relationship between sleep and physical and cognitive performance in elite athletes across a wide range of sports. She has worked with teams such as the Golden State Warriors, the San Jose Sharks, and the Toronto Blue Jays, among others, and has developed programs to educate professional and collegiate athletes on the importance of prioritizing the quantity and quality of sleep.

While many have shown that a lack of sleep can hurt performance, Mah's 2011 "Stanford Basketball" study demonstrated that athletes can *improve* their performance by extending their sleep, aiming for ten hours over a seven week period. In that study, Stanford Basketball players extended their sleep to ten hours over a five to seven week period and the

results were dramatic: players saw a distinct increase in their sprint speed, free throw percentage, and three point shooting percentage. According to Mah, “It was one of the first sleep extension studies to quantify athletic performance gains, cognitive benefits, and mood enhancement in an elite athlete population.”

Implications: High School Swimmers

While it is common sense to some, Mah’s work gives credence to the idea that to see gains in performance, swimmers need to fulfill their individual sleep requirement or reduce the sleep debt accumulated over time. For swimming communities trying to find an edge that will get them that extra second drop at the end of the season, her work has profound implications. In an abstract she wrote while at Stanford in 2008, her conclusions anticipated those of the basketball study. When timing 15m start times, reaction times, and turn times, Mah and her fellow researchers concluded that extended sleep led to “significant improvements in measures of athletic performance.” Her conclusions make a strong case for coaches incorporating strategies for sleep into routines alongside dynamic warmup, nutrition, and hydration as keys to performance at practice and at competitions.

Most interesting for a high school population, however, are Mah’s conclusions about how sleep affects mood and perception of performance. As any coach knows, what is happening between a swimmer’s ears is just as influential to performance as the training leading up to it. Her conclusions suggest that obtaining extra sleep “likely has beneficial effects on overall well-being and mental approach,” and will limit “an athlete’s perception of tiredness and fatigue.” At best, tiredness and fatigue (whether perceived or not) can make it difficult for

swimmers to get up and go during a practice. At worst, fatigued athletes are more likely to spread negativity to others and make for a team environment where productive practice becomes more difficult. Minimizing these effects by increasing sleep could have huge effects on a team’s ability to achieve high-quality practices through the toughest parts of the season. Not only will athletes’ bodies be better prepared to perform in the pool or in the weight room, but the psychological readiness on deck is likely to create a more hard-working, fun environment more conducive to overall team success.



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Implications: High School Coaches

Prioritize a 30 Minute Wind-Down Routine

The biggest takeaway from Mah's findings is that high school coaches are in a perfect position to provide athletes and their parents explicit sleep education "about recommended sleep duration, ways to optimize sleep quality, and timing of sleep," says Mah. Mah recommends that coaches prioritize sleep in an athlete's daily routine and help support a regular schedule by encouraging a bedtime. She also acknowledges that using technology late at night can have a detrimental effect on the overall quality of sleep: "As part of the wind-down routine," she says, "encourage eliminating technology one hour before bed." For instance, "Andre Iguodala (starting guard for the Golden State Warriors) uses airplane mode during the night to not be woken up."

Work Backwards

Part of the challenge that swim coaches face when trying to help their athletes prioritize sleep is cultural: many swimmers consider it a given that morning practices equate to less sleep, but this is not the case. By working backwards from their wake up time, athletes can determine when they need to start winding down in order to be in bed to achieve the eight to ten (or more) hours of sleep that adolescents require. Working back from their wind-down time, athletes can know how much time they have for homework and dinner after an afternoon practice. Athletes have more control than they think. By helping their athletes set an after school schedule, coaches can help identify actions that will facilitate an earlier bedtime.

Quality Sleep: There Is No Substitute

Mah emphasizes that there is simply no substitute for a routine that includes regular, quality sleep:

"Sleep duration, sleep quality, and timing of sleep are all important," she says. And though "short naps can provide a boost in alertness and performance temporarily," they cannot stand in for adequate sleep at night. If an athlete knows they won't be able to get enough sleep, they may be able to better "prepare themselves for the night of less sleep by getting several days of adequate sleep in advance" and by "optimizing their sleep," according to Mah.

Sleep vs. Yardage

Sleep extensions and deficits can dramatically affect a swimmer's performance throughout their season, and athletes can take control of their nighttime routines in order to maximize their sleep. Even if a sleep schedule is not "optimal," coaches can help athletes to do better, even if it's only 15 minutes at a time. But the role that sleep plays in the life of a high school student-athlete needs further investigation and discussion. Particularly for teams that hold frequent "doubles" (morning and afternoon practices), when does an athlete's inability to get adequate sleep outweigh the benefits that an additional practice might confer? At the very least, coaches can educate themselves and "support a regular sleep/wake schedule and adequate hours of sleep scheduling practice times and on the road when traveling." Particularly given Mah's findings regarding mood, nights of ten hours of sleep or more might significantly impact a high school student's entire day for the better, in the classroom as well as in the pool. And besides, who wouldn't want to work with a friendlier teenager?

Cheri D. Mah, M.S., is a Clinical and Translational Research Fellow at the University of California San Francisco (UCSF) Human Performance Center and UCSF School of Medicine. Cheri currently serves as the sleep expert for the Nike Performance Council. She also consults with professional teams in the NFL, NBA, NHL, and MLB as well as international sports organizations on optimal performance and recovery strategies. She has worked with professional teams such as the World Champion Golden State Warriors (NBA), San Francisco Giants (MLB), San Jose Sharks (NHL), Pittsburgh Steelers (NFL), Toronto Blue Jays (MLB), among other teams.

Cheri has developed comprehensive sleep programs for professional and collegiate sports. These programs integrate sleep education, technology, and applied sleep research to optimize performance and recovery. At Stanford, she advises varsity teams on optimal sleep, scheduling, and peak performance, as well as leads the sleep expertise on the Stanford Performance Enhancement Alliance, a novel multidisciplinary approach to athlete performance. Her research and work have been featured in national and international media including the NY Times, ESPN, NPR, NBC Bay Area, Time, CBS, BBC, Runner's World, National Geographic Adventure, and the Wall Street Journal.

National Interscholastic Swimming Coaches Association 2017 - 18 NISCA/Speedo Swimming All-America Yard Time Standards

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

<i>Boys All-America</i>		<i>High School</i>	<i>Girls All-America</i>	
<u>All America</u>	<u>Consideration</u>	<u>Event in Yards</u>	<u>Consideration</u>	<u>All America</u>
1:33.53	1:35.18	200 Medley Relay	1:46.69	1:44.91
1:38.63	1:40.34	200 Freestyle	1:50.65	1:48.82
1:49.83	1:51.96	200 Individual Medley	2:04.08	2:01.89
:20.65	:20.97	50 Freestyle	:23.63	:23.24
:49.06	:50.07	100 Butterfly	:55.75	:54.56
:45.06	:45.80	100 Freestyle	:51.17	:50.41
4:29.04	4:33.61	500 Freestyle	4:57.09	4:52.12
1:24.94	1:26.18	200 Freestyle Relay	1:37.32	1:35.67
:49.66	:50.86	100 Backstroke	:56.30	:55.05
:56.00	:57.27	100 Breaststroke	1:04.26	1:02.82
3:06.28	3:09.26	400 Freestyle Relay	3:31.42	3:27.95

THE NEW AGE OF DOLPHIN KICK

C.J. Fiala, *Finis*



It almost sounds funny when you read it...“the new age of dolphin kick”. It’s been long known and well proven that

underwater dolphin kick is truly the long-lost ‘fifth stroke’ of swimming. But it’s made a miraculous comeback in the past 8 years or so. Call it the ‘Phelps-ian’ effect or credit the young game in our sport, but it’s undeniable that if you can not kick fast under the surface then you are going to struggle making it onto the podium.

This summer watching Caeleb Dressel I was in absolute awe. I was dumbfounded at what I was seeing...but in a strange way I also wasn’t. I remember watching him from the stands at the 2017 NCAA Championships and watching him come up a full body length in front of people in a 50 yard Freestyle...A 50! He was unquestionably something extremely special but this was NCAA’s, this was yards, this wasn’t the entire world in a matter of seven other lanes around him. I wanted to see him on the big stage, against the best, against the names that most American swimmers would have never heard of. I wanted to see this dominance truly take the world stage and see if it could hold up.

Watching the bird eye view of the 50-meter freestyle at the 2017 FINA World Championships I truly understood just how great of an underwater



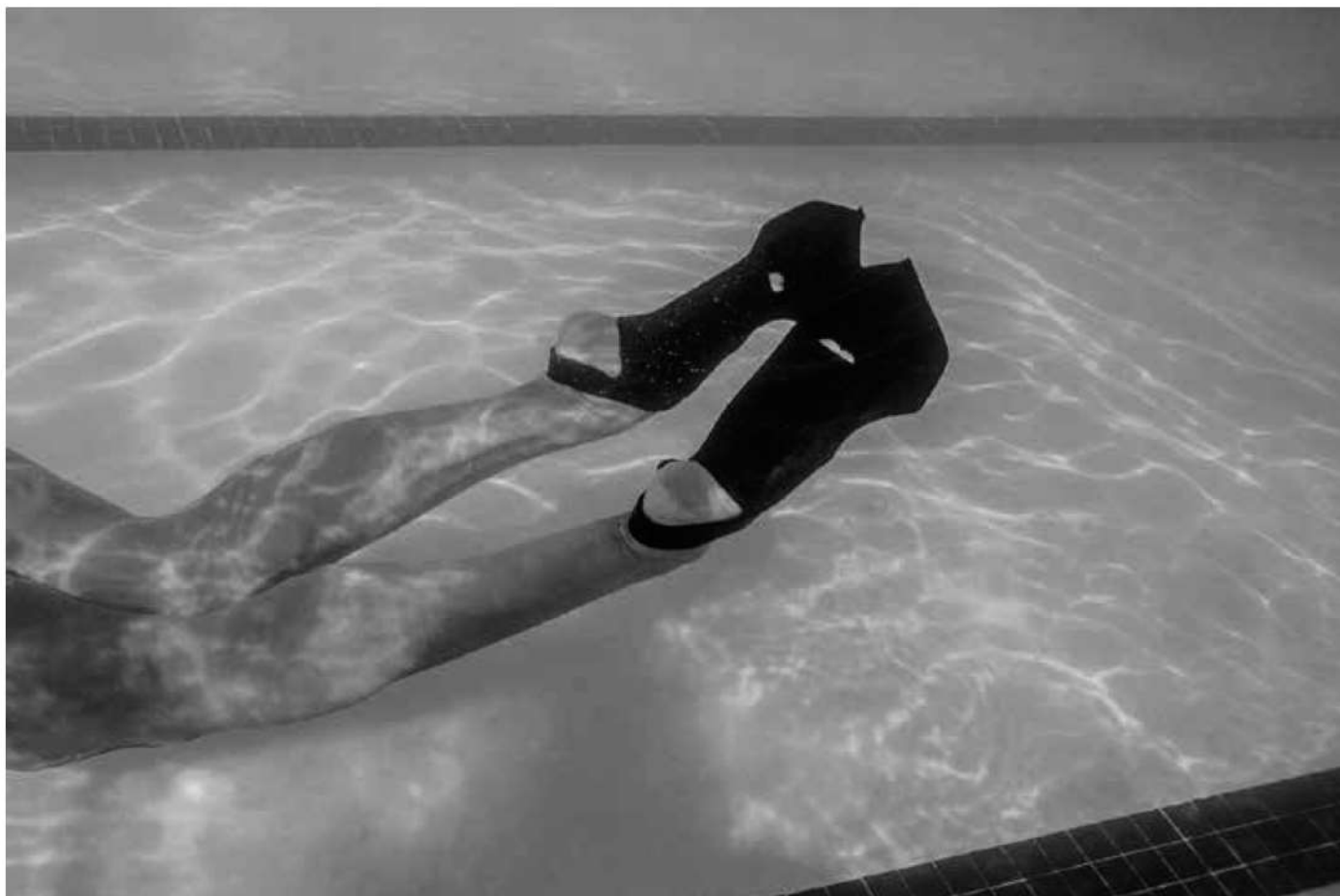
swimmer Caeleb was, and is. It was déjà vu almost, watching him dive off the block and STILL come up well in front of everyone in the entire world. With no disrespect to the championship final at the NCAA Championships, we were talking about the elite of the elite. This was everything that the world had to offer, and they still couldn’t touch what this kid could do beneath the surface. It was incredibly breathtaking and indisputably mesmerizing.



I started looking across the board at all of the great swimmers from around the world. Cordes, Lochte, Guy, Le Clos, Sjostrom, Oleksiak, Smoliga, Baker, on and on and on. You notice that in order to be relevant, you have to give yourself a chance under the surface. And that is what I tell the coaches and teams I visit with. I say it quite simply, "If you even want a chance to be in the conversation at the end, you have to start out in front. It's immensely harder to come back." This idea was quite similar to something US Olympic Coach David Marsh taught me, which was in order to have a chance to be great you needed to have a stroke tempo like the great ones (or something like

that!). If you can't figure out how to do the little things right, like kicking underwater, your chances at the podium or even just being considered amongst the best become great diminished.

One product that I highly recommend for working on underwater kicking is the FINIS Evo monofin. It is a short blade monofin so there is no need to worry about a slow tempo. Many of the elite colleges around the US are using it as well as some of the best swimmers in the world. Head to FINISswim.com or your local dealer to learn more today.



Diving:

PRACTICE PLANNING FOR BETTER EXECUTION SCORE IN DIVING

Jason Baumann, North Star Diving



Every year I receive ten or more requests for assistance from Activities Directors, Swimming Coaches and parents looking to fill vacant diving coach

positions at the high school level. I am happy to report that almost always these individuals do find a solution and find an individual willing to help out as the diving coach. On most occasions this individual is a former diver and perhaps a first-time coach. While having a diving background is extremely helpful, being a coach is a different perspective and you may need some additional skills. The best way to avoid the pitfalls of being a new coach is to have a season plan, review at the end of the season and make adjustments for the future. Save practice electronically and review at seasons end on what worked and what didn't and make revisions.

What items should you consider before you start this process? The length of the seasons are typically 15 weeks, with the qualifying meets for the State Championships occurring at approximately week 14. What are your goals for the season? What are the goals for the individuals on your team? The answers to these questions depend heavily on the athletes you have and their experiences. It also depends upon your philosophy. My philosophy is to focus on growth and development from the beginning to the end of the season and development of better skills.

New coaches often feel the pressure to have divers prepared for the first meet of the season, which can be in week two or three of a twelve-week season. How easy or difficult this task may depend upon the athletes and how prepared they are to begin the season. Many high school divers are multiple sport athletes, only train for diving during the high school season, or are new to diving with little to no experience, but may have gymnastic backgrounds, and a few may participate in club diving programs or train in the off-season. If you have athletes that only train during the high school season, they need time to get back the skills they had to end the last season. The diversity of experience can also make coaching and directing these athletes a challenge as they may need very different training methods and philosophies from you depending upon which category they come from. One of the things I have consistently heard over the years is a coach that says, "I have a new diver and I taught them an eleven-dive list in the first two weeks of practice." Now I know that new diver might be a gymnast and already have some of the skills that it takes to become a good diver, but they still need to learn the proper diving fundamentals. They may have gotten them ready for competition in the first two weeks, but I am skeptical that they were able to teach them sound fundamentals that will keep them safe and successful over their career in diving. Take the time to find out about your athletes, background, experiences and determine an overall plan for each

individual for the season. Remember the most important meets of the season come at the end of the season, not the beginning, be patient and follow your plan that allows the diver to have the most success in the long term.



Depending upon the experience of the diver your goals for them may be different. For beginning divers, it may be things such as establishing good fundamental techniques, the proper starting position, hurdle, takeoffs, entries into the water, physical and mental preparedness. I would say competitive goals may include trying to be able to compete a six-dive dual meet list or an eleven-dive list by the end of the season. For more advanced and returning divers you may want to focus on refining technique as well as some competitive results. But remember the competitive placement and results should be a result of focusing on high execution not just throwing big tricks. Quality execution should be the focus and goal over moving to higher degree of difficulty dives before an athlete is ready. This takes patience and self-restraint as a coach, but can produce high quality long term results in the future.

The detail work is what you work on in practice that can have a huge impact in your athletes score. Here is an example. If you implement something as simple as every time you go in head first, you grab your

hands for your entry. This is a simple way to improve your entries into the water and sets a good tone for tight body position going in the water. If the result is an increase in average judges score of 0.5 per judge, that equates to 1.5 times the total degree of difficulty for that divers list. To keep the math simple let's say the total degree of difficulty for 6 dives is 12.0 and for 11 dives is 22.0. If that diver score 0.5 point more from each judge on average, that would be an improvement of 18.0 points for 6 dives and 33.0 points for 11 dives. Would that make a difference in their placement? Absolutely.

How can your practice plan and implementation lead to better scores?

Incorporate these ideas into your training and see your athletes putting more points in their bucket and less deductions. You should see better results in practice and competition.

1. Add modeling of proper skills and takeoffs to your dryland and while athletes are waiting in line. Take the time during dryland to make sure athletes know how to do it correctly and make adjustments to those that are having trouble.





2. Work on body tightness and positions every day, during dryland, pool side skills, and by doing simple line-up drills. Flight positions including tuck and pike should be as small as possible with no space between the legs and chest. This will not only help aesthetically, but also to decrease the distance you need to travel in rotations and spin faster.
 - a. Want to make it more fun, offer some time to do some sliding entries from a panel on the board with an assist.
3. Spend Adequate time working on the progressions – For example don't teach a new diver 4 steps and a hurdle. Break the skill down into its components and teach it a little bit at a time.
 - a. Start with the arms-up on dryland – up on your toes, back on your heels, then extend all the way through your toes in a jump. At the same time maintain your upper body in good posture and your arms at 12 o'clock.
 - b. Add the arm swing. Go up on the toes, down on the heels and circle the arms. The arms should get back to 12 o'clock before you straight your legs. Finish with a jump
 - c. Take these skills to pool side, and then to the diving board
 - d. Move back to the place on the board where the rivets end (no more bumps). I suggest that my kids start with their heels in this spot. This spot can be adjusted based upon the height and stride length of your diver. Arms up jump to the end and jump in the water with no arm-swing.
 - e. Once they have a handle on d. They can add the arm swing, but they must hold the arms until they start dropping toward the end of the diving board.
 - f. Starting in the same spot lift one leg and jump up and to the end of the spring board and snap the legs together. First without the arm swing and then with the arm swing
 - g. Teach a one step hurdle, importance of stepping in the same place you were starting previously.
 - h. Go to two, and then either three of four step hurdles.

4. As the season progressed decrease the number of sequenced repetitions, and increase the focus on the opportunity for the diver to perform the skill or dive at a high level when asked. This simulates competition and many divers will miss the first one in practice, but in a repeated attempt do it much better. While that is a good skill, it isn't the way competition works, you don't get warm-up attempts during competition.
5. If divers are struggling to learn the actual dives necessary to compete, continue to practice the fundamental skills that support those skills. Also, do not hesitate to look for outside assistance from USA Diving Clubs, coaches, or even gymnastics clubs with additional safety equipment (harnesses or belts in dryland or water) that may allow the diver to learn the skill/dive and get over the hump. They may require some additional

information, and/or expense but this help may be priceless in terms of learning the skills safely and breaking down mental barriers for your athletes.



Jason Baumann's 35-year career in diving has touched on every facet of the diving arena – as an athlete, coach, and administrator. As an athlete, Baumann won the Nebraska State High School Championship and was a two-time high school All-American. Baumann was a four-year team captain and letter winner at Indiana University, a five-time Big Ten Championship finalist, and was runner-up in the platform event in 1993. As a senior, Baumann qualified for the NCAA Championships and earned All-American honors in the platform event. Throughout his diving career, Baumann competed at over ten U.S. Junior and Senior National Championships.

Jason has coached at progressively higher levels since beginning his career in 1999, coaching at the NCAA Division I level for over ten years. First at the University of Wyoming from 1999-2001. Then from 2001-2005 Baumann was the Assistant Coach at Indiana University. From 2005-2009, Jason moved to the University of Minnesota to serve as their Head Diving Coach. Jason was the interim Head Diving Coach at the University of Utah in 2010, before joining the USA Diving staff in Indianapolis.

Jason is also no stranger to club diving, having coached with the Clayton Diving Alliance, Twin City Divers, the Indiana Diving Club, and the Indiana Diving Academy.

From 2010-2014, Jason took a break from coaching athletes and took on the role of Director of Coaches Education for USA Diving, where he oversaw all coaches education programs, including developing the new aerial training curriculum and certification. Jason is also a FINA certified judge and has served as a judge and referee at several national and international competitions.

Jason earned a BA in Political Science and Criminal Justice with a minor in Mathematics while at Indiana University. He later went on to earn a Master's of Science degree in Applied Sports Science, with a focus on sport performance and educational psychology. Jason and his wife Stephanie reside in Burnsville with their baby boy Connor, his 13-year-old daughter Sidney, and a puggle named Lucy, who would love to be North Star Diving Club's honorary mascot!

The Minneapolis
Marquette Hotel

710 Marquette Avenue
Minneapolis, MN 55402
Check-In Time: 3:00 PM
Check-Out Time: 12:00 PM
Tel. 612-333-4545

NISCA Hotel Reservation Form
85th Annual NISCA Conference
Wednesday – Saturday, March 21-24, 2018
Reservations must be made by individual attendees directly with the Marquette Hotel!

Cutoff Date for Reservations is Feb. 28, 2018

Room Rates: Single \$119.00 + Taxes (13.4%)

Complimentary Wi-Fi in guest rooms, lobby, meeting rooms and public areas
Reservations must be made by Feb. 28, 2018. Reservations made after this date will be taken on a space available basis only.

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Rev. 1.0 07-18-17

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

CONFERENCE REGISTRATION FORM 85th Annual NISCA Conference Wednesday – Saturday, March 21-24, 2018

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Reservation Options:

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

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

Option 2...NISCA Members and Family for each person. Cost \$170.00

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

Option 3...Award Winners and Presenters

As an Awardee or Presenter, you will receive free Conference registration, NISCA Awards banquet, NISCA Breakfasts, 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 \$60.00

NCAA Tickets are an additional fee of \$80.00

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 Men's Swimming & Diving Championships*. They will be sold on a first come, first serve basis.
3. If you are registering additional coaches, please make additional copies of this form.

Arrival Information:

Date and Time _____

Spouse's name, if attending the clinic: _____

PLEASE MAKE COPIES OF THIS FORM FOR ADDITIONAL REGISTRATIONS

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Additional Banquet Tickets @ \$60.00 \$ _____

Additional NCAA Tickets @ \$80.00 \$ _____

TOTAL \$ _____

Please indicate your entrée choice for the NISCA Awards Banquet:
If you do not indicate your choice, you will be given Beef.

Beef _____ Fish _____ Chicken _____

Checks should be made payable to **NISCA**.

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Thomas Wojslawowicz
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85th Annual NISCA Conference