

Table of Contents

<http://www.niscaonline.org>

March/April 2018

President's Letter- Mark Onstott	3
From the Editor- Betsy Hondorf	6
Contributed Articles:	
Book Review: Flow: The Psychology of Optimal Experience- Betsy Hondorf	8
Member Profiles- Jennifer Mangum	10
Glenn Kaye and Sally Hansel- Broward County Hall of Fame	12
Phil Emery- Eponymous Award	13
News from Maine- Kathleen Cahill	15
Senior Spotlight: Julia Cook and Drew Kibler	16
Feature:	
Parents in the College Recruiting Process- Renee Lopez	19
High School Coaches Specials:	
Ideas for a Great Parent Handbook- Eve Julian	23
Techniques and Training:	
Head Coaches Guide to Effective Management- Mac Guy	29
Underwater Speed Can be a Winning Edge- Brian Bolster, FINIS	32
New National Records:	
2017-2018 New National Records	33
Diving:	
Conditioning Drills and Skills for the Sport of Diving- Michael Wright	34

Cover Photos:

Photographer
Lillian Klinger

On the cover are the ladies from Wethersfield High School in Wethersfield CT. These photos were taken after the team defeated their long-time rival for the first time in 18 years..



**FREE
STOCK
NECK
RIBBON**



**CALL FOR
QUOTES ON
CUSTOM
MEDALS**

AS LOW AS
99¢
M-735W
2.75"



AS LOW AS
\$139
M-3301
3"



AS LOW AS
\$395
ACR-EPICW
7.5"



AS LOW AS
99¢
M-732W
2.75"



AS LOW AS
\$395
B-331BWWW
7"

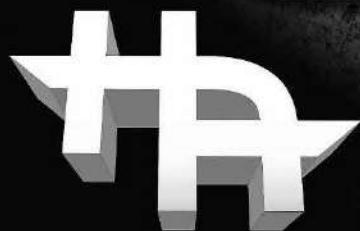


AS LOW AS
\$245
SHIELD-ICEU
5"



**FREE
STANDARD
ENGRAVING**

Bridlewood Swim Team
Beat the Heat Invitational
11-12 BOYS HIGH POINT



www.hastyawards.com • 800-448-7714



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



Dear NISCA Membership:

I have found in my 65, almost 66 years, that the scariest thing I have ever faced is a blank sheet of paper. Or a blank word document. So as I sat at my computer staring at a blank word doc I took time to looked back at some of the "Journal Letters" I wrote during my first go around as NISCA President 2005-07. I was struck by two things. First, I am really not a writer. The second, is how things have really changed in the NISCA world since

my first term ended in 2007.

The first letter I looked at was from when we were in the process of getting our All America applications on-line. We started with Diving, then added Swimming. Then took a little break and added Academic and Scholar Team. And finally, this year added Water Polo. Each time we put a new All America on-line it took an immense amount of work by our All America Chairs. Their ideas and time designing, testing and retesting the sites was crucial. **Dick Farnsworth** from International Sports Timing who did the actual programming, coding and . . . web magic was indispensable. Dick probably had some help from our Secretary, **Eve Julian**. So, a big thank you to Dick and Eve. And another big thank you to **Don Mason**, Diving Chair, and official guinea pig as the first and one of the more complicated programs to go on line. The late **Richard Wachs** and **Rich Hood**, our Swimming Chairs, and **Marney Shirley**, who is the Academic Chair and also handles Scholar Team, all did extra work to make the applications happen. Finally, this year Water Polo is on-line! A big thank you to Bryan Weaver, NISCA Water Polo Chair for his work gettin' it done! Of course, the Chairs work every year to not only put out their programs All America list in a timely manner but also identifying things that need to be improved and changed to make the applications easier for coaches and more efficient for the chairs.

Thinking about the online applications reminded me of the progress we have made as we joined the online world. Our website has moved from a small operation, that was originally housed on the servers of Glenbrook South High School

(Thanks, **Don Allen**), to a private server company. We were trying to run the site ourselves. **Pete Hugo** had several of us up to his house on Long Island and we worked with his school IT guy, learning the Atomic *Something* platform. A combination of myself, **Dana Abbott** and a few others, were designing and updating the website. It really wasn't working. When IST came on board as a sponsor it didn't take long to wrangle them, I think it was at Dick's suggestion, into helping us with the website and that led to on-line applications. IST has been our trusted partner ever since. There have been many other website improvements, on-line membership application, members only side, coaches education and more. Eve Julian has been overseeing all of this as our Webmaster. Having said that, just a reminder- the job of Webmaster is open! Another IST innovation was the computerization of the Diving All America selection judging. In a few years we went from yelling out scores, to flip cards to full computerization with diving input modules. Thanks to IST and our Diving Chair, Don Mason.

As it turns out there was at least one thing that really hadn't changed. One of my other Journal letters concerned the retirement from NISCA of one of our great member coaches, Bob White. Bob was on the letterhead for 25 years and filled many different positions long after he retired from coaching. While I thanked Bob for his tireless service to NISCA and high school swimming, I asked the question, "Where are the next generation of Bob Whites?" I wish I could say that I personally or NISCA as an organization was closer to an answer to this important and troubling question. None of us is going to be around forever, not even the legendary Dave Robertson who retired from his last committee position a few years ago after serving NISCA for over 50 years. So to quote my Journal letter from May-June of 2006, "**So where are the Bob Whites of the world, the guys (in Iowa guys means male and female, like y'all) that teach hard, coach hard, AND give back to the profession as a whole with sacrificial volunteering?**" Is it time for you to take a chance and get involved in your national professional organization? Drop me an email.

Sincerely,

Mark Onstott
President

President
Mark Onstott
41 Nickelby Down
Brentwood TN, 37027
(847) 644-7029
president@niscaonline.org

President Elect
Diane Hicks-Hughes
2161 Lake Road
Aurora, NY 13026
607-227-1179
pres.elect@niscaonline.org

Secretary
Eve Julian
341 Alger St. SE
Grand Rapids, MI 49507
(616) 475-0807
secretary@niscaonline.org

Treasurer
Tom Wojlawowicz
3015 Shiloh Lane
Charleston, SC 29414
(843) 637-4663
treasurer@niscaonline.org

Past President
Arvel McElroy
24372 West 108th Terrace
Olathe, KS 66061
(785) 218-1912
pastpres@niscaonline.org

All America Coordinator MARK ONSTOTT Retired 41 Nickelby Down Brentwood, TN 37027 847-644-7029 (Cell) e-mail: aacoord@niscoonline.org	All-America Swimming-Boys RICH HOOD Burke High School 5120 Maple St. Omaha, NE 68144 402-616-2999 (C) 402-557-3202 (W) 402-557-3239 (Fax) e-mail: boysswaa@niscoonline.org	All-America Swimming-Girls MARK JEDOW 21425 Encino Lookout San Antonio, TX 78259 210-481-6955 (H) 210-356-0000 (W) 210-259-3986 (Cell) e-mail: girlsswaa@niscoonline.org	Academic All-America/Scholar Team MARNEY SHIRLEY 401 8 th Street SW Jamestown, ND 58401-4642 701-952-6642 (H) 701-269-4324 (C) e-mail: aamerican@niscoonline.org
All-America Diving DON MASON 7101 Cathedral Dr. Bloomfield Hills, MI 48301 248-941-3348 (Cell) e-mail: aadiving@niscoonline.org	All-America Water Polo BRYAN WEAVER 32709 Seagate Drive, #E Rancho Palos Verdes, CA 90275 310-251-0321 (cell) e-mail: wpaa@niscoonline.org	Membership Chairman ANNETTE THIES Albuquerque Academy 4414 Canyon Court NE Albuquerque, NM 87111 505-235-3496 (cell) e-mail: membership@niscoonline.org	Rules Chairman PETE HUGO 29 Fairview Avenue Great Neck, NY 11023 516-487-2386 (H) 516-579-9026 (C) e-mail: rules@niscoonline.org
Professional Awards Chairman MEL ROBERTS Pratt Aquatic Center 55 N. 200 W. Tooele, UT 84074 435-850-8195 (C) 435-882-2342 (W) e-mail: profawards@niscoonline.org	DHR Award Chairman TOM HUDSON 1710 Boulder Drive Laramie, WY 82070 307-760-4814 (H) e-mail: dhaward@niscoonline.org	National Records/Archives Chairman MICHAEL SCHUELKE 1171 Park Village Drive Neenah, WI 54956 920-450-3614 (C) e-mail: records@niscoonline.org	Marketing Contact ARVEL F. MCELROY 24372 West 108th Terrace Olathe, KS 66061 785-218-1912 (Cell) e-mail: Marketing@niscoonline.org
Power Point Coordinator CLAUDE VALLE NISCA Power Point PO Box 207 Weston MA 02493 781-622-0460 (Cell) e-mail: powerpoint@niscoonline.org	Journal Editor BETSY HONDORF 143 Baypath Drive Oak Ridge, TN 37830 865-243-0375 (Cell) e-mail: journal@niscoonline.org	Online Store Administrator GREGG ANDERSON 1633 Amwell Rd Somerset NJ, 08873 732-873-2225 (H) e-mail: store@niscoonline.org	Webmaster EVE JULIAN Ottawa Hills High School 341 Alger St SE Grand Rapids, MI 49507 616-475-0807 (H) 616-970-1661 (C) 616-247-0086 (Fax) e-mail: webmaster@niscoonline.org
Coaches' Education GREGG ANDERSON 1633 Amwell Rd Somerset NJ, 08873 732-873-2225 (H) e-mail: education@niscoonline.org	Hour of Power Chairperson CINDY DELL Lake Forest High School 1285 N Mcinley Rd. Lake Forest, IL 60045 e-mail: tedfund@niscoonline.org	Research Coordinator PAUL TORNO P.O. Box 1409 Sandia Park, NM 87047 505-286-4105 (H) e-mail: research@niscoonline.org	Outreach Coordinator DANA ABBOTT St. John 23 College Preparatory 906 Aster Drive Katy TX 77493 281-347-0689 / 713-412-1610 e-mail: outreach@niscoonline.org



ZONE DIRECTORS

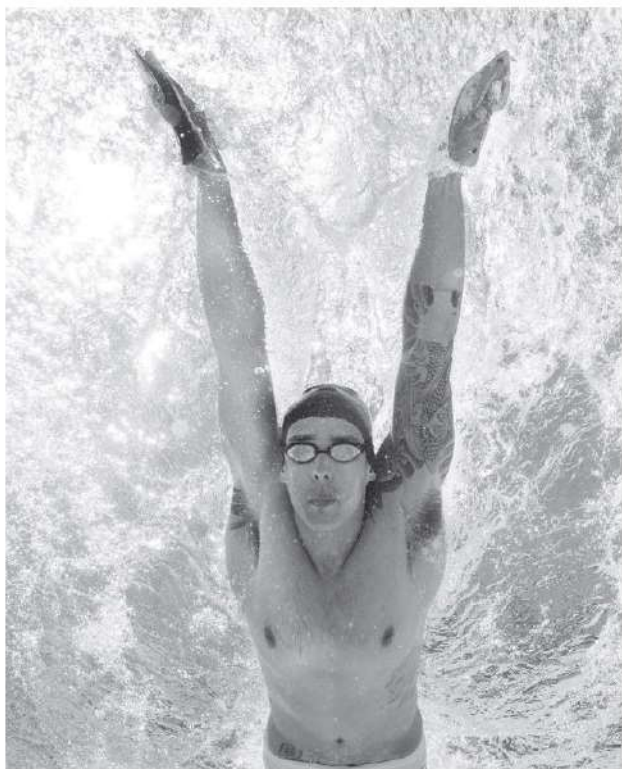
Zone 1 Director PHILIP M. EMERY Retired 48 Starlight Dr. Brewer, ME 04412 207-989-0416 (H) 207-944-8623 (C) e-mail: zone1@niscoonline.org	Zone 3 Director SALLY HANSELL University School of Nova Southeastern University 8697 SW 52nd St Cooper City FL 33328 954-801-8469 e-mail: zone3@niscoonline.org	Zone 5 Director MARTIJN KELTNER Belton High School 1103 E 173 rd St Belton MO 64012 816-803-1384 (Cell) e-mail: zone5@niscoonline.org	Zone 7 Director GREG SPIRE Canyon Crest Academy 6030 Amaya Dr. La Mesa, CA 91942 619-636-8730 (cell) e-mail: zone7@niscoonline.org
Zone 2 Director JIM STARRETT 820 Woodview Dr. NE Massillon, OH 44646 330-837-6713 (H) 330-904-7628 (Cell) e-mail: zone2@niscoonline.org	Zone 4 Director IAN KOBES 3370 Allen St. Hudsonville MI 49426 616-669-1500 e-mail: zone4@niscoonline.org	Zone 6 Director MARK JEDOW 21425 Encino Lookout San Antonio, TX 78259 210-481-6955 (H) 210-356-0000 (W) 210-259-3986 (Cell) e-mail: zone6@niscoonline.org	Zone 8 Director RICHARD CARR 505 N. 19 th Avenue Kelso, WA 98626 360-423-8235 (H) 360-430-7381 (cell) e-mail: zone8@niscoonline.org

NEW!

ISO PADDLES

strapless isolation paddles

HENRI SCHOEMAN
OLYMPIC BRONZE MEDALIST



isolate muscles for instant feedback.

Iso Paddles increase swimmers' 'feel for the water' and allow them to make adjustments to improve stroke technique. Wear them two different ways to isolate the outside or inside muscle groups.



FINIS®
simplify swimming

To learn more, visit FINISswim.com/Iso-Paddles

From the Editor:

Nope, that's not a high school kid in the photo, but thanks for thinking so! That's me! After our season wrapped up I decided to put my TNAQ Masters training to the test and signed up for a meet about 3 hours from home. That's a pretty long drive to do on either side of a meet, so I did what any self-respecting swimmer would do: I got my mom to take me. My mother is a lifer in this department. She's been driving me, and now drives my kids, to practices and meets for decades. She knows how to pack the bag, dress in layers in case the spectator area is too cold or too hot and, most importantly, what to say, or not say, to a nervous swimmer mid-meet. As a high school coach, I recognize that parents are a big part of the program and that you'd be crazy to not prepare them to be the best asset they can be. In this issue, we share NISCA Secretary/Webmaster Eve Julian's parent communications as an inspiration for doing just that.

While parents *can* be a great help, they can also be a little *too much* help. We're continuing our feature



theme on helping your swimmers find the right college fit with a piece from author and consultant Renee Lopez on the over-involved parent. I encourage you to check this out and think about what you need to share with your team parents about their role in helping their athlete make the transition to college.

Another great resource, if you can get them, is a well-organized staff. Mac Guy has put together some ideas for ensuring that you are managing your staff as effectively as possible.

Other things in this issue that I'm really excited about include a big collection of "atta-boys" for NISCA members, the whole state of Maine and a couple of college-bound swimmers. We share some ideas for underwater speed from our friends at FINIS (Caleb Dressel anyone? WOW!) and suggestions for diving dryland exercises (see also: Steele Johnson 96.9!). We've also updated the new records list for this year- it's getting long.

Next month we'll share the proceedings of the NISCA National Convention held in conjunction with the NCAA Division 1 Men's meet- I'll see you then!

Betsy Hondorf

niscajournal@gmail.com

865-243-0375

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

<https://www.facebook.com/Nisca-National-Interscholastic-Swim-Coaches-Association-165367300181146/>

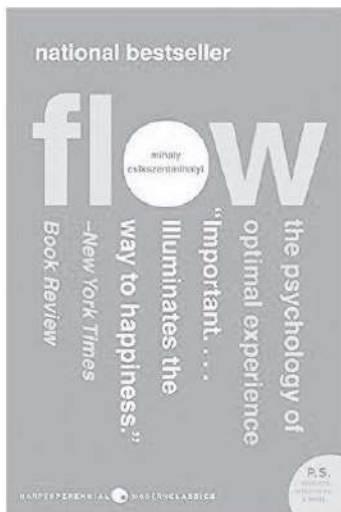
INTRODUCING CUSTOM BACKPACKS!



1.877.718.9403
INFO@AGONSWIM.COM

From the Bookshelf:

Flow: The Psychology of Optimal Experience



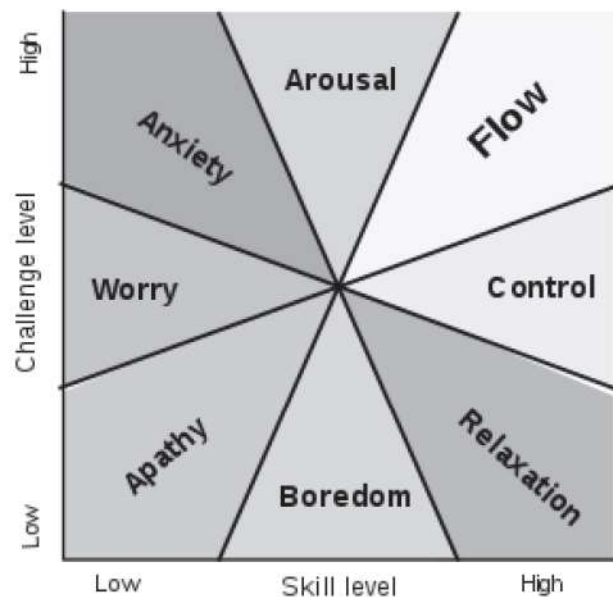
Flow, The Psychology of Optimal Experience, Mihaly Csikszentmihalyi. Harper and Row, NY, NY, 1990. 303 pp. \$9.09 US, Paperback) ISBN 0-06-016253-8

Reviewed by Betsy Hondorf, Oak Ridge High School, TN

Considering the Skill/Challenge Balance:

I was a reasonably good high school swimmer. Good enough to go on to swim at Johns Hopkins University where I was fortunate enough to become better (thanks in large part to my coach, George Kennedy). During my Junior year I experienced a major shift in my mental approach to training, which led to a breakthrough season for me. For many years after that season, I tried to articulate what I had experienced in the hopes of sharing it with the athletes I coached, but I lacked the knowledge of psychology to describe it aptly. Ten years later, a coaching colleague suggested that I read *Flow: The Psychology of Optimal Experience*, and on his advice I did. In this book, I found the words to explain the change in my own mind that led to significant improvement in both my performance and my enjoyment of my swimming experience. Since then I have applied the ideas in this book to my training, my coaching, my teaching and many other facets of my life.

In his seminal work, *Flow: The Psychology of Optimal Experience*, Mihaly Csikszentmihalyi ("chick-sent-me-high" is close to the correct pronunciation) outlines his theory that people are happiest when they are in a state of *flow*—a state of concentration or complete absorption with the activity at hand and the situation. It is a state in which people are so involved in an activity that nothing else seems to matter. The idea of flow is identical to the feeling of being *in the zone* or *in the groove*. The flow state is an optimal state of *intrinsic motivation*, where the person is fully immersed in what they are doing. This is a feeling everyone has at times, characterized by a feeling of great absorption, engagement, fulfillment, and skill—and during which temporal concerns (time, food, ego-self, etc.) are typically ignored.



Mental state in terms of challenge level and skill level, according to Csikszentmihalyi's flow model.

In an interview with *Wired* magazine, Csikszentmihalyi described flow as "being completely involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz. Your whole being is involved, and you're using your skills to the utmost.

In Chapter 5: The Body in Flow, Csikszentmihalyi specifically addresses what the flow state in sports looks like. He uses swimming as an example. "To get enjoyment from swimming, for instance, one needs to cultivate a set of appropriate skills, which requires the concentration of attention. Without the relevant thoughts, motives, and feelings it would be impossible to achieve the discipline necessary to learn to swim well enough to enjoy it. Moreover, because enjoyment takes place in the mind of the swimmer, flow cannot be a purely physical process: muscles and brain must be equally involved."

To get enjoyment from swimming, for instance, one needs to cultivate a set of appropriate skills, which requires the concentration of attention. Without the relevant thoughts, motives, and feelings it would be impossible to achieve the discipline necessary to learn to swim well enough to enjoy it

Csikszentmihalyi characterized nine component states of achieving flow including "challenge-skill balance, merging of action and awareness, clarity of goals, immediate and unambiguous feedback, concentration on the task at hand, paradox of control, transformation of time, loss of self-consciousness, and autotelic experience". To achieve a flow state, a balance must be struck

between the challenge of the task and the skill of the performer. If the task is too easy or too difficult, flow cannot occur. Both skill level and challenge level must be matched and high; if skill and challenge are low and matched, then apathy results. Understanding that the balance between skill and challenge is a necessary consideration when designing training plans can help coaches create optimal conditions for both the coach and athlete.

One state that Csikszentmihalyi researched was that of the autotelic personality. The autotelic personality is one in which a person performs acts because they are intrinsically rewarding, rather than to achieve external goals. Csikszentmihalyi describes the autotelic personality as a trait possessed by individuals who can learn to enjoy situations that most other people would find miserable. Research has shown that aspects associated with the autotelic personality include curiosity, persistence, and humility. These are all characteristics we would like to instill in our athletes.

This is a complex book, not an easy read, but I believe it contains important ideas about psychology, skill and challenge that can help us be both more effective coaches, and happier people.



*Virginia State Champions Madison High School,
by Andrew Foos*

MEMBER PROFILES:

Annette Thies, Albuquerque Academy

Jennifer Mangum, Midland ISD and Lubbock ISD



Jennifer Mangum has over 31 years of diving experience and has been a NISCA member for 30 years. During those years she coached 24 years

for the Midland Independent School District coached 6 years for the Lubbock Independent School District. She was a two-time All-State diver while attending High School in Illinois and dove in College at Texas Tech University. As a master's diver she was inducted into the International Masters Swimming Hall of Fame in 2014. Jennifer has twice served on the NISCA All-America Diving selection committee.

Jennifer recently retired from teaching AP Physics and Calculus. Since the school district has a requirement that coaches must also teach, she no longer coaches high school diving. She currently coaches at University of Texas of the Permian Basin and with the City of Midland Aquatics club diving team. And, because she wants to stay involved with high school swimming, she also officiates for high school district, regional, and state meets.

Despite years with small budgets prompting divers to buy their own suits, Jennifer has managed to produce divers that have gone on to dive at Texas, SMU, TCU, Clemson, Texas A & M and Purdue, to name a few. In Texas, boys and girls compete in the same season, which she sees as a plus. She says, "the boys learn flexibility and fluidity from the girls and girls learn fearlessness from the boys and all the athletes encourage and challenge each other" Her teams have typically been between 7-12 divers each year.

Jennifer is concerned with the decrease of divers in her West Texas community because of school budget cuts and swim coaches who are unable to recruit diving coaches. In the past she had athletes that joined the diving team when the gymnastics program was cut and now she worries where those kids will go if diving programs continue to decline. Often her team must drive to Dallas or San Antonio for competition. In the recent past private schools have eliminated diving altogether. Jennifer feels that diving is a valuable sport for those kids that aren't comfortable doing team sports. "Sometimes, she said "the kids that come to diving don't fit the usual athlete mold and if more programs are eliminated these athletes will be left out. "For instance, Jennifer said, "I had a skateboarder that joined the team as a sophomore and ended up as a state qualifier his senior year."

Like all our NISCA coaches she is passionate about her sport and working with kids. When asked what was easiest about coaching diving she said, "sharing my love of this sport with my athletes.". What does she think is hardest? "Helping the athletes learn enough dives to compete comfortably in an 11-dive meet because most kids have at least one area where they are weak. The challenge is preparing them mentally and physically during the short high school season, especially if the diver is new to the sport."

Jennifer illustrates the commitment of many NISCA coaches when she says "even though I'm not currently coaching high school I still want to be involved with rules changes for diving and I also want to give back to the diving community. Maintaining my NISCA membership gives me that opportunity.



NISCA MEMBERSHIP FORM

PLEASE DUPLICATE AND PASS ON TO ANY HIGH SCHOOL OR COLLEGE COACH IN YOUR AREA WHO IS NOT A NISCA MEMBER
YOU CAN ALSO SIGN UP OR RENEW A MEMBERSHIP ONLINE AT [HTTP://WWW.NISCAONLINE.ORG/Memberships](http://www.niscaonline.org/Memberships)

Coaches Information:

E-Mail Address: _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone: (____) _____

Work Phone: (____) _____

Cell Phone: (____) _____

Fax: (____) _____

Years Coaching: _____ # Years NISCA Member _____ College Attended: _____

School Information:

School Name: _____

Address: _____

City: _____ State: _____ Zip: _____

My School is: Public Private (Circle one)

Pool Length: Yards SC Meters LC Meters (Circle one)

Coaching Girls: Swimming / Diving / Water Polo (circle all that apply)

Coaching Boys: Swimming / Diving / Water Polo (circle all that apply)

Please be sure and check the appropriate box depending on what multiple (if any) organizations you are joining in addition to NISCA.

- ☐ **\$50** **NISCA MEMBERSHIP.** The NISCA MEMBERSHIP YEAR is August 1 to July 31 for the current school year. Your membership includes \$1,000,000 of liability insurance and the bi-monthly Journal (\$10 of your dues goes toward publishing of the NISCA Journal). This is tax deductible. The NISCA TAX I.D. # is 11-3192617. The NISCA High School Coaches Manual is now available for download from the NISCA website with your membership (<http://www.niscaonline.org>)
- ☐ **\$150** **SPECIAL TEAM MEMBERSHIP RATE.** Sign up to 4 coaches at your school. Please fill out separate applications for all coaches on the team membership and send them in TOGETHER in the same envelope. **TAKE ADVANTAGE OF THIS SPECIAL RATE.**
- ☐ **\$40** **SPECIAL RATE for RETIRED NISCA MEMBERS.** Must have been a NISCA member last year and be retired from both TEACHING and COACHING.
- ☐ **\$25** **College Swim Coaches Association Membership (CSCA).** Only available to Interscholastic Swimming Coaches. Receive 6 issues of Poolside (official publication of the CSCA) and 6 issues of Top Times and Top Team Rankings. Collegiate Swim coaches and their assistants must join CSCA through their own organization.
- ☐ **\$88** **American Swim Coaches Association Membership (ASCA).** Members will receive 6 ASCA Magazines and 12 Newsletters.
- ☐ **\$25** **International Swimming Hall of Fame (ISHOF).** Members receive quarterly newsletter Headlines from the Hall of Fame, a 10% discount in gift shop and free admission to ISHOF museum. This is only available to the interscholastic swim coach.
- ☐ **\$10** **NISCA Members voluntary contribution to the International Swimming Hall of Fame**
-
- ☐ **\$15** **"COACHING SWIMMING SUCCESSFULLY"** 2nd Edition by Dick Hannula
- ☐ **\$20** **"SPRINTING II – IT TAKES GUTS"** by Sam Freas
- ☐ **\$25.95** **Swimming World magazine subscription.** A monthly magazine (12 issues) featuring High School Swimmers of the Year, All Americans, Nation Team Champions, Technique Tips, Season Plans and more.

☐ **Total** To pay by credit card please fill in below:

Due to security concerns, NISCA will no longer accept credit card numbers on paper applications. To pay for membership by credit card please call Tom Wojslawowicz at 843-637-4663 (H).

Mail Applications and Payment to:

Annette Thies
NISCA Membership
4414 Canyon Court NE
Albuquerque, NM 87111

Checks should be made payable to NISCA

Register on line at www.niscaonline.org/Memberships

Glenn Kaye and Sally Hansell Inducted into the Broward County Hall of Fame



Seasoned Florida high school coach and monumental NISCA member, Glenn Kaye added another Hall of Fame induction to his list on October 24th, when he was inducted to the Broward County Sports Hall of Fame in South Florida. Kaye grew up in Broward County, graduating from South Broward High School, attending Broward Community College, and later attending the University of South Florida. Kaye went on to coach at Nova High,

McArthur High, and his old school, South Broward High during his high school coaching tenure.

At Nova High School, Kaye coached his teams to 7 state championships, as well as 5 water polo titles. In his high school career, he coached 141 All-American swimmers, and 27 All-American Water Polo players. Kaye was named the Florida Athletic Coaches Association "Coach of the Year" 7 times. The National High School Athletic Coaches Association named Glenn Kaye the "National Coach of the Year" in 1985. Kaye was inducted into the National Interscholastic Swim Coaches Association Hall of Fame in 1995.

Sally Hansell, Broward County's "Dean of Diving" has more than 40 years of club coaching for the Seahawks Diving Team.



MAINE HONORS PHIL EMERY WITH THE INAUGURAL “PHIL EMERY SPIRIT OF THE SPORT AWARD”



NISCA Hall of Famer and Zone 1 Director, Phil Emery, was presented with the inaugural award named in his honor “The Phil Emery Spirit of the Sport Award” at the Maine Interscholastic Swim League Awards Banquet on March 11th. The *Phil Emery Spirit of the Sport* award is the only Maine Swim League Award to have a namesake and will honor those whose sportsmanship, character, dedication, passion for swimming and diving, and overall pursuit of excellence emulate those qualities of legendary swim coach Phil Emery.

Coach Emery *defined* passion for swimming and diving and established a level of excellence of which most coaches can only dream. Over his 46 year career as Head Coach of the Bangor Men’s Swim Team, Phil Emery amassed 26 state championships, 29 PVC Championships, one New England Championship and a dual meet record of 337 wins, 39 losses and 1 tie. He produced countless All-Americans, individual State and Penobscot Valley Conference Champions. Phil Emery served as President and Vice-President of

the Maine Interscholastic Swim League and served on *hundreds* of committees over the years in Maine and nationally. Mr. Emery was also a State Meet Director for 22 years. He was NISCA’s Maine State Representative for 30 years until his retirement from coaching in 2015; he still serves as the Zone I Director for NISCA. For over 30 years, he served as an official at the Men’s NCAA Division I Swimming and Diving Championships. He was the Maine Interscholastic Swim League Class A Coach of the Year 16 times and he’s a recipient of NISCA’s Outstanding Service Award. He’s been inducted into the Maine Sports Hall of Fame in 2003, the Maine Swimming Hall of Fame in 2006 and the NISCA Hall of Fame in 2013.

Phil Emery’s unwavering commitment to every athlete who swam or dove for Bangor High School coupled with his passion for the sport provided a powerful experience that molded and shaped hundreds of young men during his 46 years. Although Coach Emery has two daughters, he has nearly a thousand sons! The young men he coached weren’t just athletes to him. He cared deeply about their lives in and out of the pool. Coach Emery had a special ability to connect with every team member in such a way that his athletes believed they were champions in and out of the pool. He instilled a tremendous sense of pride in each team member: personal pride, team pride, school pride and community pride. Although Coach Emery recognized that not everyone he coached would become an elite swimmer, he treated each boy as a

critical part of the group and a contributor to the success of the team. He had the same passion and drive for his beginners, which he called the Lane Sixers, as he did for his state champions. He'd get just as excited for someone learning the butterfly as he would one of his boys setting a fly record! He was immensely proud of his Lane Six swimmers' development and he attributed his team's depth and several state meet titles to the points those Lane Sixers accrued. More than a swim coach, Coach Emery was a mentor to his boys, teaching them the philosophy of life by stressing good sportsmanship and citizenship. This also extended to fellow coaches.

Through Phil Emery's service to the sport, he continues to lead by example. He has served as mentor for countless coaches in Maine and beyond. No matter whether your program was "in the hunt" for a state title or you only had five athletes on your team just learning to swim, Coach Emery respected everyone equally. With all his success he made every coach, no matter their coaching success, feel valued. With the presentation of the Spirit of the Sport Award to Phil Emery, the coaches of the Maine Interscholastic Swim League were honored to be able to take this opportunity to thank Coach Emery for his passion, his professionalism, and his service to swimming & diving in the state of Maine *and* nationally.



Patti Martin, Phil Emery, Tim Emery

NEWS FROM MAINE:

Submitted by Kathleen Cahill

The Maine State Championships were held Feb. 17-20. The Girls' Class B Meet was won by defending state champs Cape Elizabeth (351) with Greely as runner-up (335). Olivia Tighe of Cape Elizabeth earned Performer of the Meet honors as well as Maine's Female Swimmer of the Year for her outstanding back to back performances: setting a new state and meet record in the 100 yd. freestyle (:50.23), finishing first in the 500 yd free and anchoring Cape Elizabeth's 200 free relay (1:36.30) to a new state and meet record. Olivia Harper of Morse set a new state and meet record in the 100 yd backstroke (:54.64). The Boys' Class B Title went to Mount Desert Island High School (343). It had been 9 years since their last state title and their 7th title in school history under Head Coach Tony Demuro who earned the Maine Interscholastic Swim League Coaching Award (Boys' Team). Taking Performer of the Meet honors, Liam Sullivan of Mount Desert Island set new Class B meet records in the 200yd IM (1:53.66) and the 100 yd. backstroke (:51.99) and was also named Maine's Male Swimmer of the Year. Ellsworth captured the Class B Boys' team runner-up title (326.5) and set meet records in the 50 free (Camden Holmes :21.16) and the 200 yd free relay (1:29.14). Long time NISCA member Jim Goodman of Ellsworth was named the Penobscot Valley Conference Boys' Coach of the Year. The Boys' Class A Meet was won by Cheverus (328), Bangor placed second (250). Bangor set a new state record in the 200 yd. Medley Relay (1:37.33) and Bangor's Colby Prouty, named the Performer of the Meet, set

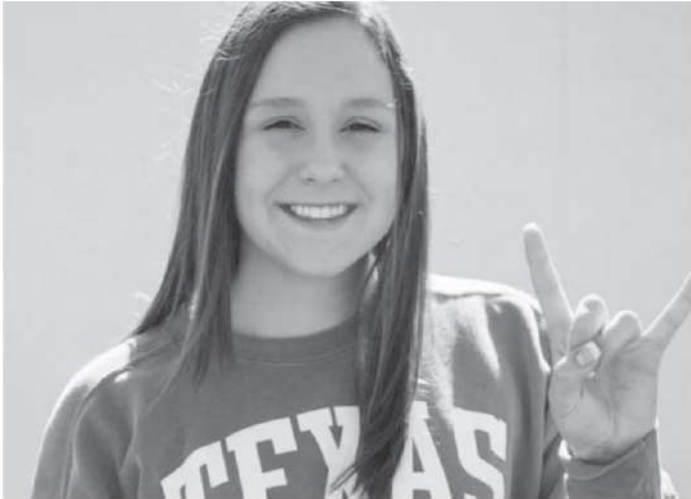
a new state and meet record in the 100 yd breaststroke (56.17) and a new meet record in the 200 yd. IM (1:52.75). The Girls' Class A Meet was won by the defending champs Cony High School (259) coached by Jon Millett with Scarborough High School placing second (226.5). Cony's Gabby Low set a new meet record in the 100 yd backstroke (:56.28) and was named the Performer of the Meet. Long time NISCA members Rob Hale of Greely and the NISCA Rep for the State of Maine Kathleen Cahill of Brewer shared the Maine State Coaching Award (Girls' Team). Greely's diver, Julia Bisson was crowned state champion as well as the Maine Interscholastic Swim League Diver of the Year. Anthony Wardwell of Bucksport defended his 2017 state championship title and also earned Maine's Male Diver of the Year Award. His diving coach, Martina Bosse of Brewer was named the Maine State Diving Coach of the Year.



SENIOR SPOTLIGHT: A PAIR OF TEXAS BOUND FREESTYLERS

Julia Cook, Travis B. Bryan High School, Bryan, TX

All America 50 Freestyle, 100 Freestyle



Travis B. Bryan High School standout Julia Cook has been a member of the Aggie Swim Club since 2009 at the age of 9. Her Age Group coach was, Shannon Clark, then she began swimming with her current coach, Henry Clark, in the Senior Group at the age of 13. He has been her primary coach ever since then – roughly for 4 years. Julia is highly motivated with near perfect practice attendance but her coaches are most impressed by her dedication at being the best at both swimming and in her studies at school. She has excelled at both which is extremely difficult, especially with all the distractions surrounding the young people of today's generation. Swimming is a very time consuming sport and many, many hours are spent in training. The best swimmers train the most and Julia has somehow managed to maintain a high practice attendance percentage while ensuring a high

academic level. At swim practice Julia works hard, listens well and motivates her teammates around her both verbally and by her actions. She is very kind and respectful to others but at the same time she also is very competitive.

A couple of funny stories that I know about Julia. 1- She cried at her first swim meet and at first refused to get out of the car. She did swim at the meet and the rest is history. 2- Her dad accidentally ran the car over her foot halfway through an age group championship meet. Fortunately no bones were broken, but her coaches often kid her that her flattened foot makes her such a good kicker.

Julia is attending the University of Texas, Austin in the fall and will be a member of the Longhorns Swimming and Diving team. She plans to major in Sports and Exercise Physiology. While she complains about physics and math classes, she's an A student in both.

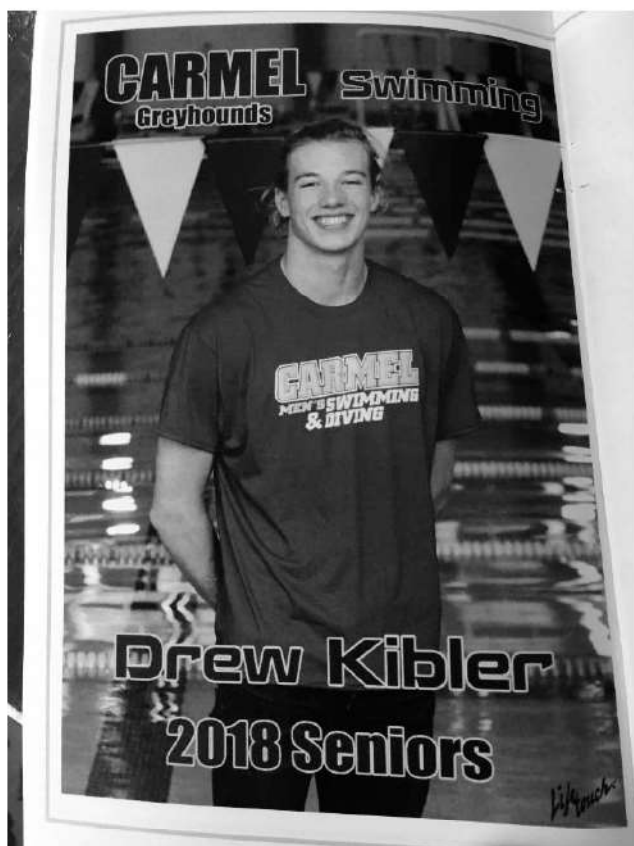
Follow us on Twitter @NISCAswim

<https://twitter.com/NISCAswim>



Drew Kibler, Carmel High School, Carmel, IN

All America 100 Freestyle, 200 Freestyle



Drew Kibler earned the number one spot on both the 100 Freestyle and 200 Freestyle All America

Join our Facebook Group:

NISCA High school swim coaches exchange group

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



lists for 2016-17. Drew has been swimming since he was 7 years old and now plans to take his skills to the University of Texas, Austin. He's a vocal, energetic, determined and hardworking young man. He would also describe himself as "adventurous" and hopes to climb Aconcagua, a mountain in Argentina some day.

In his spare time he enjoys painting, making videos and doing fine art conceptual photography. He likes music- especially the song "American Eyes" by Promises Ltd.

If you want to take Drew to dinner you'll have to buy him a big steak, but that would still not compare to his favorite memory which is attending the 2017 Golden Goggles Awards. Drew's quote to live by is by Henry David Thoreau "How dare a man sit down to write when he has not stood up to live?"

\$6 Flat Paddles
(must buy 16+ sets for that price)
Great flexibility at a great price!

- No adjusting – faster than tubing
- Uniform holes for optimum feedback
- Straps pre-installed for all types of uses:
 - holding vertically (power paddles)
 - horizontally (sculling drills)
 - finger strap only (outsweep training)
 - finger & wrist straps (beginner training)
 - no straps - wrap knuckles over front edge to apply force to forearms

SB SwimmersBest
Swim Solutions



speedo



YOUR GOALS. YOUR YEAR.

Take your swimming to the next level now.

DISCOVER MORE AT [SPEEDOUSA.COM/SPEEDOFIT](https://www.speedo.com/speedofit)

#GETSPEEDOFIT

Speedo and  are registered trademarks of and used under license from Speedo International Limited.

FEATURE:

THE PARENT ROLE IN THE COLLEGE RECRUITING PROCESS:

“My Student-Athlete is SOOO Busy...I’ll Just Email College Coaches for Them!”

Coach Renee Lopez, M.E.S.S.

3 Reasons Parents Should Not ‘Toe the Line’ in Contacting College Coaches for Their Child



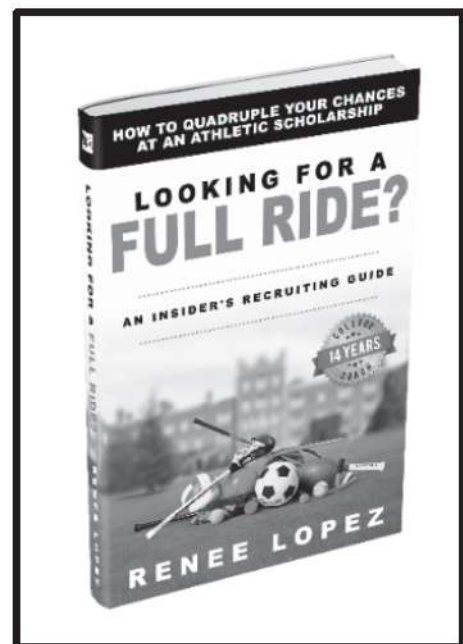
Most parents of high school student-athletes want their child to receive that impressive athletic scholarship to continue their sport in college. The recruiting

process can be very daunting to the student-athlete in the midst of their practice schedule, ACT/SAT test prep, and keeping up with their classes. It becomes so overwhelming many parents try to help their young athletes by emailing or calling a college coach using the excuse their child is too busy.

Having been a college coach for 14 years across all NCAA and NAIA levels, I want to offer a unique perspective. When a college coach receives hundreds of emails from prospective recruits every month, they find ways to narrow down who is a potential fit for their programs. When parents try to take over the communication between the student-

athlete and the college coach, it can be detrimental to the process.

During the research for my upcoming book, *Looking For A FULL RIDE?: An Insider's Recruiting Guide* (www.lookingforafullride.com), we interviewed over 40 college coaches. Ninety-five percent of the recruiters said a parent making the initial contact was very much frowned upon. I asked follow-up questions to more fully understand why that well-intentioned email from a parent can often cause their child's name to be crossed off their prospects list.



The majority of their answers centered around 3 basic principles:

1. Parent contact makes it appear the parent wants their child to continue in their sport more than their child does.

To make matters worse, the parent will often say, “Well, little Susie or Johnny is shy and doesn’t know what to say to a coach.” As college coaches, we want to interact with the student-athlete who could be in our program for the next four years. I have created lots of different FREE resources to help the student-athlete in making these contacts (found at www.rlopezcoaching.com). The first is a Special Report: *Effective Strategies to Emailing A College Coach*. I have also recently written a blog on the *13 Questions to Ask A College Coach*. Each resource should help the high school student feeling more confident in contacting the coach!

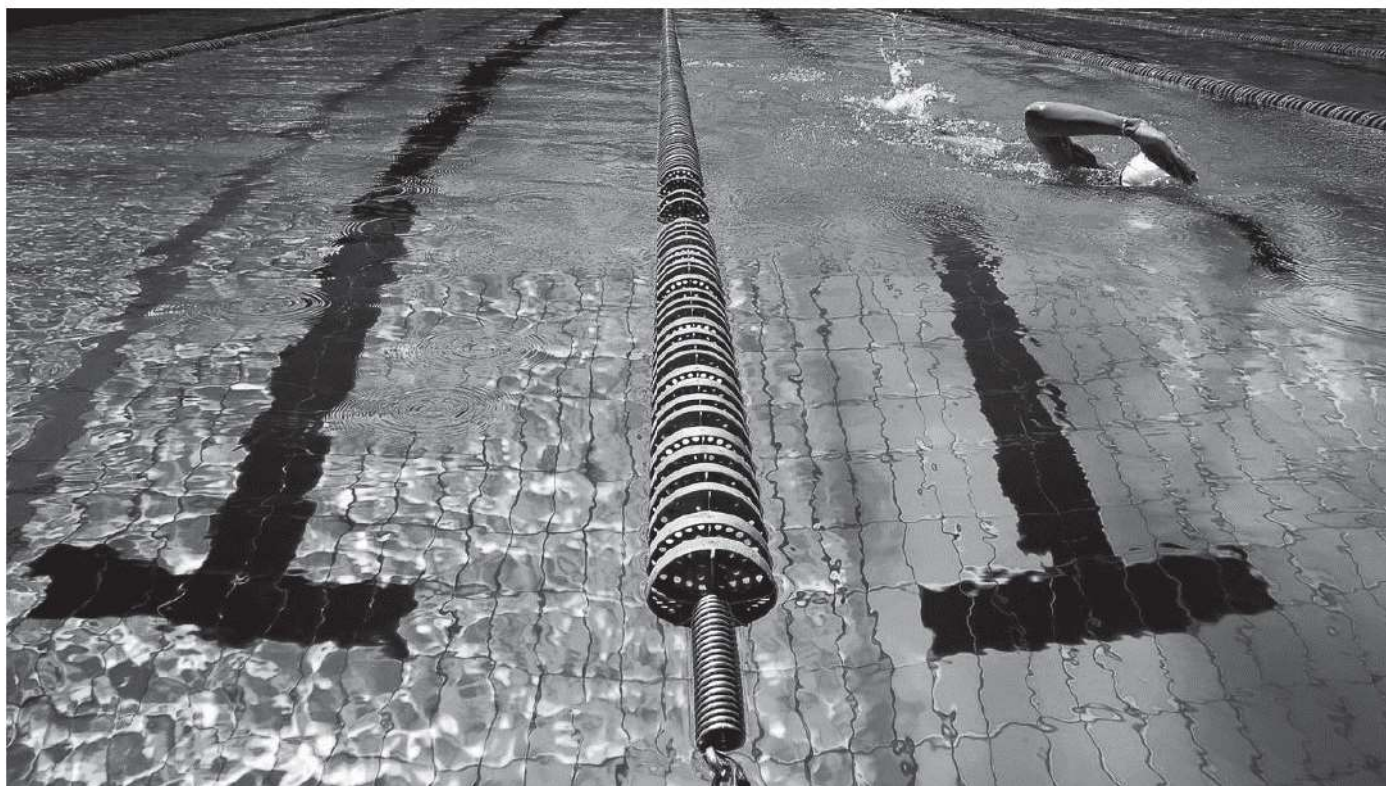
2. Contacts from parents sends a warning signal to the coach that the parent may be a ‘helicopter’ parent.

College coaches want parents who will be huge cheerleaders for their son or daughter, but not those who hover over every aspect of the college athletic program. There is nothing worse than a potential recruit sitting in a coach’s office and the parents asking a ton of questions while the child sits there quietly like a bump on a log. This ‘handholding’ behavior does not benefit the student-athlete at all long term in demonstrating their leadership skills to the coaching staff. To aid in this process, I have developed another Special Report: *Leadership Characteristics College Coaches Are Looking for in Recruits*.

3. Most importantly, parents contacting coaches signals that the student is likely lazy, struggles with time-management, and/or is not mature enough to engage in adult conversations.

Being a college student-athlete requires much discipline and time management skills. The recruiting process often reveals a student’s readiness to balance everything at the next level. When a parent writes an email saying little Susie or Johnny is just way too busy to send emails to coaches, many university personnel view this as a major lack of maturity and inability to prioritize. It is imperative that students take the initiative in the interactions!





Recommendations for parents of student-athletes

- Have a serious conversation about the demands of being a student-athlete at the college level and if your child really wants to compete at the next level. You would be surprised how many student-athletes only pursue playing in college because their parents wanted them to do it!
- Help the student-athletes filter through which types of schools might be the best “fit” beyond athletic programs. Parents can help them organize various factors in terms of the college size, location, academic offerings, financial aid, and the campus social environment. We also have another blog which will help in *Determining Factors in Choosing A College Beyond Athletics*.
- Help to create a spreadsheet to help in comparing different university options. Aid your student-athletes in evaluating a coach’s level of interest.

- Parents can ‘look over the shoulder’ of their child in sending emails to college coaches, but do NOT take the lead or initiative on the child’s behalf.
- Create a mock interview of potential conversational topics for their son or daughter with a college coach for in person or on phone calls.

Are you a coach, administrator or parent of a high school student-athlete? Would you like help with understanding the college recruiting process from an insider?

Join our free weekly blog release email list at www.lookingforafullride.com

Would you like Coach Renee Lopez to come to your school or sports organization? Mention this NISCA article for a \$150 discount! Email info@lookingforafullride.com for more details.

Also, join some of our Facebook Groups:

- NEW! [Athletic Recruiting Education for Principals, AD's, and Counselors](#) (All Sports)
- [Parents of High School Student Athletes Walking Through The Process](#) (All Sports)
- [Club/HS Coaches Learning College Recruiting Process](#) (All Sports)
- NEW! [Christian Competitors \(Coaches & Athletes Serving Christ @Field/Court/Gym\)](#) (Sports Ministry for All)

Power Bags
ENDLESS USES...



swimmersbest.com



As a seventeen-year coaching veteran, Renee Lopez is a recruiting expert. As a United States Soccer Federation (USSF)- and National Soccer Coaches Association of America (NSCAA)-licensed coach, she has recruited and produced three All-Americans and has been honored as Coach of the Year by her peers. In addition to serving as NCAA compliance director, she has learned the recruiting process from having worked as a high school varsity head coach for three years and a college coach for fourteen, in NCAA Division I, II, III, and NAIA.

Renee has learned what it takes to succeed in leadership, recruiting, and team development. Through RL Academy, she offers seminars and consults on "The College Recruiting Process and How to Become a College Student-Athlete." As a certified speaker, trainer, and coach for Jon Gordon and the John Maxwell Team, Renee Lopez also offers workshops, seminars, and keynote presentations on personal and professional growth through the application of proven leadership methods.

Renee played college soccer and graduated with her undergraduate degree in elementary education. Her graduate degree is from the University of Florida in Exercise Sport Science with a concentration in Sport Management/Pedagogy



2018 NISCA National Convention- Minneapolis

HIGH SCHOOL SPECIFIC:

INSPIRATION FOR PARENT COMMUNICATION

Ideas for Engaging Team Parents

Eve Julian, Ottawa Hills High School



Swimmer parents can be some of the best resources a high school coach can have. They can also be among the biggest headaches. The best way to insure that they are the former, and not the latter, is to provide clear and

consistent communication from the very beginning of your season. Here, veteran coach Eve Julian shares some of the materials she uses to engage and inform her team parents. She produces a parent packet that contains a welcome letter from the coach, a description of Booster Volunteer positions, a set of answers to Frequently Asked Questions, Information about Swimmers Ear and “10 Commandments” for Parents.

Welcome Letter for Parents:

Dear Parents,

Welcome to the OHHS Swimming and Diving program. We are glad to have your son on the team and are looking forward to working with all of you.

Swimming is a wonderful sport and we as coaches will strive to train the whole athlete; body, mind and spirit. As with anything that your child undertakes, swimming will require your involvement as well as your son's.

A wise coach once told me that the best indicator of a swimmers success was not their build or attitude, but whether or not they had support from the family. I have seen the truth in that many times during my coaching career.

There are many ways for you to be involved in swimming. Perhaps the most important is that you listen and are supportive of your son's efforts. You may not always understand what they are telling you about a particular set in practice or the way a race went, but you will be able to understand their emotion and react appropriately to that. On the swim team, we celebrate success in many forms: personal best times, trying something new, reaching a goal. It is not just about the wins and losses, but about the journey to being a better person. You can help us just by being excited when your son is excited and sharing in his sadness when he is disappointed.

Another way to be involved is to help out with the team. There are so many ways to help, and I am sure that you have a particular talent or strength that we will be happy to put to use! I have listed a few roles for parents that I need filled for this season, but our needs are not limited to that list. If you see a way that you can help, please do!

Most importantly, we ask that you take the time to come watch your son's meets. Many of them will tell you that they don't care if you are there or not, but the truth is that they do care. They are looking in the

stands to see if you came, to see if you think that what they are doing is important. If you have never been to a swim meet, they are a lot of fun! There are plenty of veteran parents who will be happy to explain what is going on. It does get hot up there, so plan on wearing short sleeves.

Communication with me is also important. If there is something going on at home or in your son's life that may affect his life on the swim team, please let me know! I will help in any way I can. The more aware I and the coaching staff are of any situation, the better we can react if there is a problem. I always say it's not a problem until I've heard about it, so I want to hear about it!

I have an open door policy. You are welcome to come in and observe practice at any time. I do ask that if you want to speak to me, that you do so after practice, or make an appointment to talk to me. When you are on the pool deck, please try to refrain from talking to the swimmers or coaches so that we can continue to conduct practices without distraction.

I am looking forward to getting to know all of you better throughout the season.

Frequently Asked Questions:

1. Are morning practices really necessary?

YES! Swimming is not something that comes naturally to humans. It puts us horizontal when we'd rather be vertical, forces us to move very differently through a medium full of resistance and causes us to use different muscles that we normally do. Swimming well requires practice and lots of it. The only way we can get all that practice in is to swim two times a day.

2. We are going to have transportation issues with morning practice. I

understand that it is difficult to get your athlete to morning practices, especially if you have young children at home as well. We recommend that you connect with other parents and swimmers and set up a car pool. Maybe they can take your child to morning practice and you can pick them up in the evenings, or help pay for gas. Please use the roster and make contact with parents that live in your area.

3. Can I tell my swimmer that they can't go to practice or a meet as punishment for something they did at home? You can,

but we would prefer you didn't. As coaches, we have a lot of power over your swimmer. We can punish them in ways that you could never dream of. Rather than making them stay home from practice or a meet (and potentially punishing the whole team), please let us know what is going on. We will be happy to make their lives miserable for you.

4. How sick is too sick to swim? If they can't

go to school, they can't come to practice. If they are at school all day, the coaches will determine whether they need to go home or not. Generally, a fever over 101 (documented by the school nurse), vomiting or diarrhea, or the flu mean they should not be at the pool. A cold: cough, runny nose, etc. is fine for them to practice after the first 24 hours. If they have an inner ear infection they can swim, or at least kick, to their comfort level. If they have an outer ear infection we will not allow them to get their

heads wet, but they can still attend practice and do a dryland workout.

5. **They have music/art/scheduled appointments/other activities, etc. Will this affect their attendance?** Typically, I will make allowances for school functions that overlap with swimming. If there are regular appointments that were set up before swim season. I will also make exceptions for those. **HOWEVER**, all conflicts are evaluated on an individual basis and need to be discussed well before the first one occurs.
6. **My son is eating a ton or is not eating at all, is that normal?** Yes. Swimmers burn an enormous amount of calories every day. Between that and the fact that they are growing they are going to eat a lot. Also, some swimmers will find that especially during the first weeks of practice they are not particularly hungry, just tired. That is normal too. Please do your best to make sure that healthy choices are available at home so they are not filling up on empty calories.
7. **What can we do about leg cramps?** It is normal for new swimmers to experience leg cramps the first few weeks of season as we are using the muscles differently. Things that will help prevent leg cramps are staying properly hydrated with water or Gatorade, eating bananas (for potassium) and drinking milk (for calcium). If they are in pain, Ibuprofen is fine. Stretching the calf by placing the heel on the floor and toes as high up a wall as possible also helps.
8. **He is too tired to do anything around the house.** That might be true, but it doesn't

mean he should be shirking his regular responsibilities. You can help him by guiding his time management and easing up a little on the chores during the week. On the weekends, he's got no excuses. The tiredness will go away when we start taper (last 2 weeks of the season) so enjoy it while it lasts!

9. **He is struggling with his school work, can he skip practice to get caught up?** NO. If our swimmers are behind on school work they need to come see the coaches. We will allow them to work on the pool deck instead of swimming, but we want to make sure that they are doing what they say they are doing. If they need tutoring one of the coaches can do it, or we can send him to a tutor or the computer lab.
10. **What is the best way to contact you?** E-mail or cell phone is the best. If you leave me a message, I will call you back as soon as I can. You can also try my home number, but I'm not often at home. If you call my cell phone, you can call at any time, although I can't promise I'll answer.

10 Commandments for Parents:

by Rose Snyder

1. **Thou shalt not impose your ambitions on thy child.** Remember that swimming is your child's activity. Improvements and progress occur at different rates for each individual. Don't judge your child's progress based on the performance of other athletes and don't push them based on what you think they should be doing. The nice thing about

swimming is people can strive to do their personal best and benefit from the process of competitive swimming.

2. Thou shalt be supportive no matter what.

There is only one question to ask your child after a practice or a competition - "Did you have fun?" If meets and practices are not fun, your child should not be forced to participate.

3. Thou shalt not coach thy child. You are involved in one of the few youth sports programs that offer professional coaching, do not undermine the professional coach by trying to coach your child on the side. Your job is to provide unconditional love and support and a safe place to return at the end of the day. Love and hug your child no matter what. Tell them how proud of them you are. The coach is responsible for the technical part of the job. You should not offer advice on technique or race strategy or any other area that is not yours. And above all, never pay your child for a performance. This will only serve to confuse your child concerning the reasons to strive for excellence and weaken the swimmer/coach bond.

4. Thou shalt only have positive things to say at a swimming meet. If you are going to show up at a swimming meet, you should be encouraging, but never criticize your child or the coach. Both of them know when mistakes have been made. And, remember "yelling at" is not the same as "cheering for". You also may want to consider being positive anytime you are around the pool.

5. Thou shalt acknowledge thy child's fears. A first swimming meet, 500 free or 200 IM

can be a stressful situation. It is totally appropriate for your child to be scared.

Don't yell or belittle, just assure your child that the coach would not have suggested the event if your child was not ready to compete in it. Remember your job is to love and support your child through all of the swimming experience. Most of their fears are one's you have given them.

6. Thou shalt not criticize the officials. If you do not care to devote the time or do not have the desire to volunteer as an official, don't criticize those who are doing the best they can. You too can be trained to be an official in an afternoon.

7. Honor thy child's coach. The bond between coach and swimmer is a special one, and one that contributes to your child's success as well as fun. Do not criticize the coach in the presence of your child, it will only serve to hurt your child's swimming.

8. Thou shalt be loyal and supportive of thy team It is not wise for parents to take their swimmers and to jump from team to team. The water isn't necessarily bluer in another team's pool. Every team has its own internal problems, even teams that build champions. Children who switch from team to team are often ostracized for a long, long time by the teammates they leave behind and are slowly received by new team-mates. Often times swimmers who do switch teams never do better than they did before they sought the bluer water.

9. Thy child shalt have goals besides winning. Most successful swimmers are those who have learned to focus on the process and not the outcome. Giving an

honest effort regardless of what the outcome is, is much more important than winning. One Olympian said, "My goal was to set a world record. Well, I did that, but someone else did it too, just a little faster than I did. I achieved my goal and I lost. Does this make me a failure? No, in fact I am very proud of that swim." What a tremendous outlook to carry on through life.

10. **Thou shalt not expect thy child to become an Olympian.** There are 280,000 athletes in USA Swimming. Only 2% of the swimmers listed in the 10 & Under age group make it to the Top 100 in the 17-18 age group and of those only a small percentage will become elite level, world class athletes. There are only 52 spots available for the Olympic Team every four years. Your child's odds of becoming an Olympian are about .0002%. Swimming is much more than just the Olympics. Ask your

coaches why they coach. Chances are, they were not an Olympian, but still got so much out of swimming that they wanted to pass the love for the sport on to others.

Swimming teaches self-discipline and sportsmanship; it builds self-esteem and fitness; it provides lifelong friendships and much more. Most Olympians will tell you that these intangibles far outweigh any medal they may have won. Swimming builds good people, like you want your child to be, and you should be happy your child wants to participate.

Eve Julian is the men's head coach for Ottawa Hills High School in Grand Rapids MI, where she also swam in high school. She has just completed her 13th season with the team. She is also the Web Master and the Secretary for NISCA

Ottawa Hills HS 2018 State Team, photo by Eve Julian





SWIMMING WORLD

"THE MOST TRUSTED SOURCE FOR NEWS, TRAINING, TECHNIQUE AND LIFESTYLE"



NISCA Members Get A 1-Year Subscription to Swimming World Magazine, Swimming World Biweekly and Swimming Technique Magazine For Only \$25.95 USD

Your 1-Year Total Access Subscription gives you unlimited digital access to the past 24 months of Swimming World Magazine, Swimming World Biweekly and Swimming Technique Magazine in the Swimming World Vault.

Swimmingworld.com/NISCA

TECHNIQUE AND TRAINING:

A HEAD COACHES GUIDE TO EFFECTIVE MANAGEMENT:

Building a Staff to Assist Team Success

by Mac Guy



A mentor of mine once told me that as a head coach you spend 10% of your time coaching, and 90% of your time as “CEO.” Great assistant coaches can help put a dent in that disparity: they can add a fresh voice to the pool deck

and they can help to shoulder some of the tasks that keep you from the best parts of being a coach. Conversely, however, unmotivated, uncooperative, or dissatisfied assistants can become a major headache, and fast. I asked some of the most experienced head coaches I know to share their best advice when it came to engaging their assistants, and these were the three common threads that I heard again and again.

Communicate the Team Purpose

If you had to choose three anchor goals for your team, what would they be? If you are like most of the coaches I spoke with, “winning championships” might come up infrequently, if at all. But, ideas like “character,” “work ethic,” “community,” and “performance under pressure” might make up the core of what you want to teach the young people in your program. Communicating these principles is the most important first step in helping engage

assistants because they help to set the program tone. An assistant who can echo the value of hard work will interact with your team very differently than one who prefers to coach the “fast” kids. It’s important to help your assistants to live the core purpose of the program as they work with kids, parents, officials, and opposing teams.

Establishing an explicit, common language among staff and athletes that connects your purpose to practice routines is essential. Regardless of whether your assistant is a 20-year vet or a volunteer home from college for the summer, connecting those core values to daily activities is crucial to reinforcing what’s most important. It’s a danger to assume that staff will infer what’s important on their own. Developing a common language, and reiterating it as part of your daily practice, can give a reassuring sense of direction to your assistants as well as athletes that allows all involved to be involved.

Establishing an explicit, common language among staff and athletes that connects your purpose to your practice routines is essential

Finally, the key values in your program should be practical as well as philosophical. For instance, if you were to identify the most important skills in your program, what would they be? What progression do

you use to teach the butterfly? What drills do you want everyone on the team to know, and what are the points of emphasis for each? When you can be sure that your assistants can articulate the most important aspects of your program, you can rest assured that all the coaches on the pool deck will be furthering your vision for the team, whether you are present or not.

Delegate Roles and Responsibilities

Whether you have one assistant coach or ten, a clear set of responsibilities for assistant coaches can be critical to their engagement over the long term. An opportunity to be “in charge” of a specific aspect of the team, practice group, or even an administrative responsibility, can help solidify an assistant’s sense that they are crucial to the team’s overall performance. But, for most, and especially for those who have been doing it “on their own” for many years, delegating responsibility can be a scary proposition. Delegation at any level requires some amount of letting go by the head coach to let the assistant coach work through their responsibility on their own. Head coaches often feel that no one could implement their vision as effectively as they can, and they are probably right! Giving up control can take extraordinary effort. But, sucking up your ego and intelligently spreading responsibilities throughout a coaching staff can outweigh the potential downsides. Empowering staff members to help create a community of team ownership will strengthen a team in the long term.

Setting the expectation for an assistant’s responsibility during practice and at meets is crucial to ensuring the team performs effectively in both settings. In practice, do you want your assistant to be pulling kids out of the water to talk technique? Do you want them to take splits and read watch times? At meets, whose responsibility is it to talk with kids before or after races? Clear communication to assistants, about who is in charge of what, can make all the difference during a competition. The last thing the team needs is a rogue assistant arguing with an official about a call— that’s the head coach’s responsibility. Similarly, clear assignment can help alleviate conflicting or confusing messages to athletes about their progress. More feedback does not necessarily equal better feedback, and mixed messages from different coaches can quickly turn a competition into a frustrating, anxiety-ridden experience as the athlete tries to figure out whose advice to follow. By delegating clear tasks to assistants, you increase the likelihood that staff and athletes can be as effective as possible.

Most importantly, delegating to assistant coaches can yield a much better work-life balance and provide the mental space to be a better coach. Writing practices, updating the web site, curating social media, coordinating travel, and designing team gear are examples of some of the time consuming work that adds up over the course of the season. Handing meaningful tasks off to assistants can allow you to step back to assess how the team is operating and dedicate time and attention to individual athletes. It presents an opportunity for you

Empowering staff members to help create a community of team ownership will strengthen a team in the long term.

to learn from your staff. And, most importantly, it empowers your assistant in the eyes of the athletes, strengthening their position on the team.

Set Goals, Reflect, Repeat

During the season, it can be difficult to find time to take a big picture look at how things are going, particularly if coaches are also teachers in the building. Just as goal conferences can help positively direct the participation of your athletes, goal conferences with staff can be just as valuable. Goal conferences with assistants emphasize how important they are to the program's growth. It also increases the likelihood for program buy-in and

gives an opportunity to air any frustrations or concerns that might have otherwise boiled over into their interactions with athletes.

Though you may never get to coach as much as you "CEO," by communicating the team purpose, delegating responsibility, and goal-setting with your assistants, you can ensure your staff is helping, rather than hindering, your goals for the program.

Thanks to the following head coaches for their contributions to this article: Jim Burnside, John Burnside, John Cadwell, Jim Davis, Augie Fontanetta, Josh Runkle, and the best "CEO" I know, Mark Onstott.



Long Beach Poly High School, photo by Kalani Caldwell

UNDERWATER SPEED CAN BE A WINNING EDGE:

Special Submission from FINIS

by Brian Bolster, Head Coach Osprey Aquatics



When seeking championship results at the high school level and beyond, the relationship between UW (under water) length and velocity to

the speed of a race is critical. In short course 100 fly and 100 back, elite swimmers are spending 50% to 60% of their races UW. Likewise, in the 100 breast stroke, Caleb Dressel's American/NCAA record of 50.03 was done with all his UW pulldowns being 13.5 yards or longer. For athletes who want to be the best, doesn't it make sense to spend 50% of the training time devoted to fly, back and breast developing the corresponding UW skillsets and energy systems? This can be done by incorporating mid pool breakouts off the walls in fly, back and breast sets (most breaststrokers can get to mid pool with a pulldown and one stroke) as well as doing kick sets and UW work devoted specifically to UW speed and power. A few programs do this, while others don't think they have the time. It can be argued they don't have time not to, especially for athletes that harbor NCAA and Olympic dreams in any of the 100's of all strokes, including free.

It is important to understand the contrast between a shorter, slower breakout in the 1st 12.5 yards and a longer faster one. The fastest phase of any race is off the start and the walls. Swimmers are faster UW because there is less surface tension and energy is not lost on making waves at the surface. Momentum is a force multiplier and the quality of the UW breakout will affect the quality of the lap, by reducing or magnifying fade rate of speed during the last 12.5 yards of the pool length. Thus, due to momentum captured and carried during the 1st 12.5 yards, surface speed is enhanced going forward.

Fluid dynamics demonstrate the energy cost of racing UW is less than the energy cost that comes with racing on the surface, due to decreased drag. Deeper water is faster and the resulting economy of effort is a game changing factor for any athlete with the lung capacity, fitness and skillsets to leverage UW's into a winning edge. Quite simply, they will swim faster more efficiently and have more energy for the critical back half of their races, demonstrating the sort of speed maintenance that it takes to become an elite swimmer. However, the enhanced lung capacity, leg strength and aerobic/anaerobic fitness requirements needed to take advantage of this factor are indeed pronounced, and therefore must be trained.



NEW NATIONAL RECORDS FOR 2017-2018

Type	Event	Time	Name	School/Coach	City, State	Date
Male Independent	200 Medley Relay, Meters	1:47.49	Jack Kirby, Luis Weekes, Zach Althoff, Piotr Kurlito	The Baylor School Dan Flack	Chattanooga, TN	11/15/17
Male Independent	100 Backstroke Meters	55.68	Zach Althoff	The Baylor School Dan Flack	Chattanooga, TN	11/15/17
Male Public	200 Free Relay Yards	1:20.46	Mason Gonzalez, Andrew Zhang, Rick Mihm, Jack Wright	North Allegheny HS Patrick Wenzel	Wexford, PA	12/14/2017
Male Public	400 Free Relay Yards	2:57.59	Mason Gonzalez, Jack Wright, Andrew Zhang, Rick Mihm,	North Allegheny HS Patrick Wenzel	Wexford, PA	12/14/2017
Male Public	400 Freestyle Meters	3:53.30	Destin Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	12/14/2017
Male Public	200 Medley Relay, Meters	1:43.99	Destin Lasco, Erik Truong, Glenn Lasco, Joseph Rogers	Mainland Regional HS Brian Booth	Linwood, NJ	1/9/2018
Male Public	200 Free Relay Meters	1:33.07	Joseph Rogers, Nicholas Dinofrio, Glenn Lasco, Destin Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	1/9/2018
Male Public	200 IM Meters	2:00.14	Destin Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	1/12/2018
Male Public	100 Backstroke Meters	53.28	Destin Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	1/12/2018
Female Public	200 Medley Relay, Meters	1:57.02	Giovanna Cappabianca, Paige McCormick, Maddie Hannan, Mackenzie DeWitt	Hudson High School Matt Davis	Hudson, OH	1/27/2018
Female Independent	200 Medley Relay Yards	1:38.77	Alex Walsh, Ella Nelson Alex Massey, Gretchen Walsh	Harpeth Hall School Polly Linden	Nashville, TN	2/9/2018
Female Independent	50 Free Yards	22.26	Gretchen Walsh	Harpeth Hall School Polly Linden	Nashville, TN	2/9/2018
Female Independent	100 Breaststroke Yards	58.88	Alex Walsh	Harpeth Hall School Polly Linden	Nashville, TN	2/10/2018
Male Independent	200 Free Yards	1:33.06	Trey Freeman	The Baylor School Dan Flack	Chattanooga, TN	2/9/2018
Female Public	100 Breaststroke Yards	58.40	Emily Weiss	Yorktown High School Anthony Santino	Yorktown, IN	2/10/2018
Female Public	200 Medley Relay, Yards	1:38.13	Bayley Stewart, Zoe Bartel Coleen Gillilan, Kylee Alons	Fossil Ridge HS Carolyn Fries	Ft. Collins, CO	2/11/2018
Male Independent	50 Free Meters	23.10	David Curtiss	The Pennington School George Ward	Pennington, NJ	1/27/2018
Male Independent	200 IM Yards	1:43.55	Reece Whitley	William Penn Charter Crystal Keelan	Philadelphia, PA	2/17/2018
Male Independent	100 Breaststroke Yards	51.16	Reece Whitley	William Penn Charter Crystal Keelan	Philadelphia, PA	2/17/2018
Female Public	200 Medley Relay Meters	1:57.02	Giovanna Cappabianca, Paige McCormick, Maddie Hannan, Mackenzie DeWitt	Hudson High School Matt Davis	Hudson, OH	1/27/2018
Female Independent	200 Medley Relay, Yards	1:38.77	Alex Walsh, Ella Nelson Alex Massey, Gretchen Walsh	Harpeth Hall School Polly Linden	Nashville, TN	2/9/2018

Diving:

DRILLS AND SKILLS FOR THE SPORT OF DIVING

Michael Wright, MSP, University of Tennessee



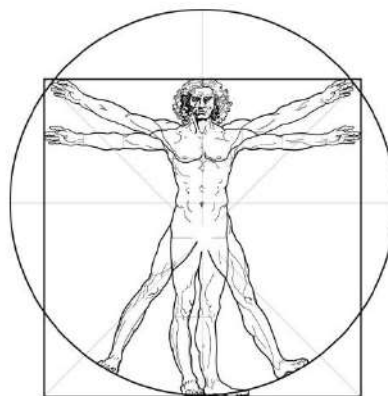
One of the most important aspects of diving is maintaining good body control while performing skills and drills. All diving skills require a diver to maintain a well-balanced center of gravity while twisting and flipping

through the air. If you were to look up the definition of balance, you would see that it is an equal distribution of elements or proportions to remain evenly stable. The word balance is used in almost every skill set for the sport of diving. A diver must have good balance to perform a strong dive.

Most divers have strong abdominal muscles to help contribute to their balance while flipping and twisting in the air. After a diver propels from the diving board, they rely heavily on their center mass, also known as their abs. A diver's abs can affect the first step in a diver's approach, how a diver lands on the end of a diving board, the direction a diver takes flight into the air, the way a diver kicks out of a dive to slow rotation or even the way a diver moves through the water.



On the next page are four drills and skills that will contribute to a diver's balance. *Figures 1-4* are referred to as a hanging tuck to pike down on a stall bar. *Figure 5* shows an exercise to strengthen a diver's forearm. *Figures 6-7* are referred to as a resistance throw down. *Figures 8-10* show the use of an ab roller for total body control.



Vitruvian Man: Leonardo da Vinci around 1490

Hanging Tuck to Pike Down (*Figures 1-4*)

This exercise is done on a stall bar but can be performed on any elevated bar which allows your legs to freely hang. The starting position allows a diver to hang from the bar with hands about shoulder width apart while pointing their toes (*Figure 1*). The first action is to tuck knees to chest while maintaining a toe point and keeping legs together (*Figure 2*). With knees close to armpits, the diver then extends their legs into an open pike position (*Figure 3*). With slow control, the diver then lowers their legs back to the starting position (*Figure 4*). This exercise

contributes to a diver's lower abs specifically, but also helps arms strength. This skill will be applied to



Figure 1

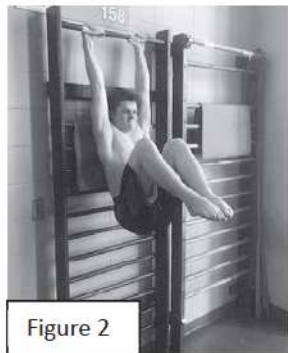


Figure 2

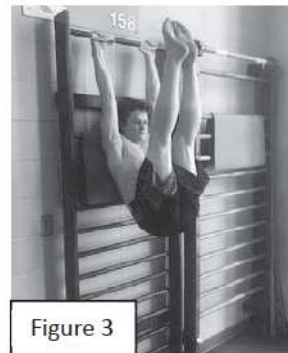


Figure 3

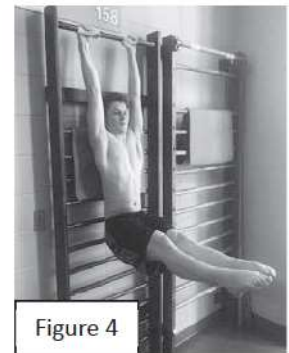


Figure 4

back and reverse take offs while also helping body control for an open pike finish into a dive.

Hanging Weight Forearm Roller (Figure 5)

This exercise is done by holding both arms straight away from the chest. A diver will try to use only their hands to curl the bar one wrist at a time until the rope has pulled the weight up or down. The focus of this exercise is the forearm. A diver wants to eliminate using momentum to get the weight up by stabilizing the shoulders and not allowing them to drop or go above the diver's head. This exercise contributes to a diver's balance while holding a handstand along with assisting a diver's entry into the water.

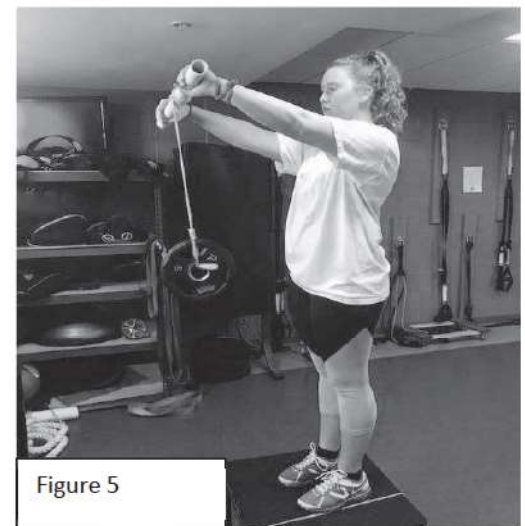


Figure 5

Resistance Pike Throw Down (Figures 6-7)

This exercise is done by securing a resistance band to a spot behind and above a diver's head. The goal is to simulate the front throwing position into a dive. The diver will start with their hands above head and arms no wider than shoulder width apart. With one band in each hand, the diver will throw their hands forward with straight arms while bending at the waist until they reach their feet. This exercise contributes to a diver having a balanced take off when leaving the diving board.



Figure 6

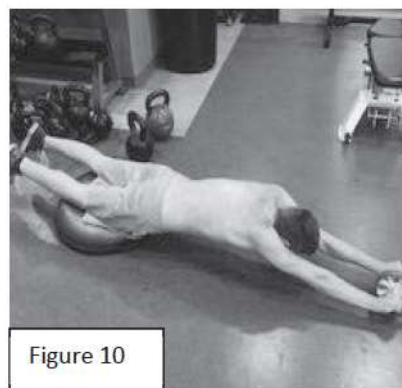
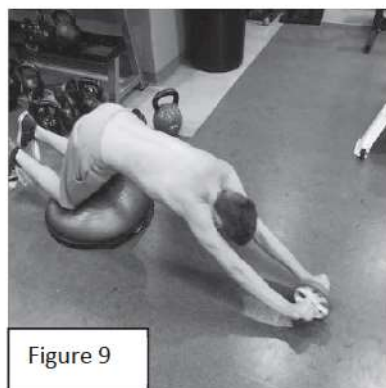
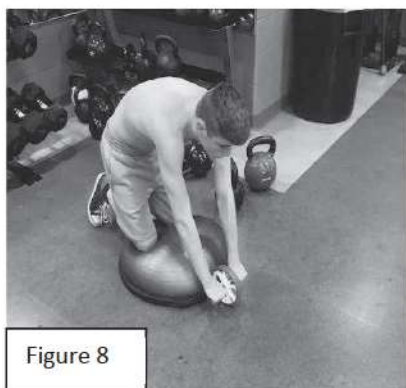


Figure 7

Ab Roller on Exercise Ball (Figures 8-10)

This exercise is performed by a diver balancing on an exercise ball while kneeling. The diver will use the ab roller to extend their body into a hollow plank position without letting their chest touch the ground. While pausing in the full extension, the diver will use

their core to pull the roller back to the starting position. This exercise will not only work a diver's abs but their hamstrings, arms, shoulders and quads all at the same time. This will contribute to a diver's total body control.



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

<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