

How I Started the SWIM TEAM at My High School

by Coach Marty Keating



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From World Clinic 2016

[introduction, by Duffy Dillon]

Good afternoon everybody; welcome to the second presentation of our afternoon session for the high school track on the final day of the 2016 ASCA World Clinic. Again it is my pleasure to introduce Coach Marty Keating. Marty is currently the girls' team coach at Pittsford Mendon High School, and the head coach of the PACK Swim Team. From 1973 to '91, Marty coached the Pittsford Mendon boys' team, winning the Class AA State titles in 1976 and '79; and he won a New York State title in 1979. Since 1974, he has also coached the girls' team at Pittsford Mendon, leading them to 23 Sectional titles, 8 Class B titles and 6 State titles. With PACK, which he co-founded in 1976, he has cultivated a Junior National champion in 1991, numerous Junior National qualifiers, 9 Senior National qualifiers and many swimmers to the

Zone All Star teams, coaching at all levels. And—again, as I proudly announced yesterday from the great authority Guy Edson, our technical director—we are pretty sure that Marty and his partner Bob are the unofficial leaders in ASCA World Clinic attendances with well over 30. So without further ado, Coach Marty Keating.

[Keating begins]

Thank you. Okay, basically what I am going to talk about today is club development, or basically I started my high school team. Pittsford Mendon was the second high school built in Pittsford, New York. Pittsford, New York is a bedroom community about 20,000 people. It has a unique history in that in 1963 the entire school district was housed in two buildings: Sutherland High School, from grades 7-12, and Lincoln Avenue School, grades K-6—and it is a three-story building, kindergarten on the first floor and it went

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up and all over the place.

A very farm community at that point, and some of the farmers started selling-off land. As a result of them selling-off the land, the developers came and started building houses. And in 1953, the school district, the entire school district, was 719 kids; by 1968 there were 5,000. So they built all their buildings at one time, in a five-year period, and basically sort of let them rot. And then we had to do, in 2001, a \$129 million bond issue, to repair a lot of the buildings and a lot of what was happening. In 1973-74 school year, Pittsford Mendon got its own teams. The first year of Mendon, 72-73, all the teams were Pittsford, even though we had two different high schools. So I walked in on Day 1, there were a 131 bodies in the bleachers. A 130 of them were boys, and there was 1 girl. I was really shocked that there were that many kids. I later found out, a couple of weeks later, that Pittsford Mendon only had 254 boys in the school. So for a 130 of them to come out for Swimming was unbelievable.

We had nobody with varsity experience. There were about 40 of those guys that were on the JV team the year before—the Pittsford JV team. So I had to have an instant tradition—instant tradition. So what I decided was: I was going to use the military inductive form of team building, and what that is, is everybody agrees on one thing. So I had to get them to agree on one thing, and the one thing that they agreed on was I was the meanest S.O.B. in the world and they all hated me. Which was alright: my personality, my ego, is strong enough, I can handle that. But the point was I needed them to agree on one thing.

So we started. The first two weeks/three weeks were hellacious; they just did not understand what I wanted. Now... you know we always talk about we are the products of our environment, we are products of our coaches; the only coaches I knew were just guys that we, as a team, tried to please. The more we tried to please them the more, the better we performed; it was like the worst, they hated us.

I can remember one year when I was 13 years-old, we, my team, swam a dual meet against another YMCA team in Rochester, and we beat them in every age group and we set new records in 90% of the events. That was on a Saturday. On that Monday, we were all happy: chests all swollen up, you know man, we were kicking butt Saturday, you know we the best, blah, blah, blah. And the coach came in and he said: my sister could swim as fast you guys. Just

shut up and sit down. Like woah. We just tried to get this guy once to say 'good job', and he never said good job.

So I come in and basically that is my attitude. It is not that I was not going to praise anybody; it was just that it was not in my nature to praise. It was in my nature, and all I knew was, sort of: a negative attitude, work hard, shut up, I don't want to hear anything you got to say; don't tell me what you like, I'm not interested in what you like. So we just were not getting along. But what I had done, what had happened was, three years before I had started coaching a private school: Aquinas Institute. At Aquinas we could have two hours on Tuesday and Thursday afternoon, and three hours on Sunday, to train. Or we could have the pool any time we wanted up until 7:30 in the morning. So I said: great, we will train from 5:00-7:00. So they gave me a pool key and said you got it, 5:00-7:00 a.m. So for three years, that is when I coached.

And then if we had to meet in the afternoon, I just met them at the meet. The kids... we did not have school buses. The kids sort of... parents drove them or they drove each other, to swim meets.

I had one kid, on Christmas Day of 1970... this guy, his lifetime best time in the 100 free was 1:07, his lifetime best time in the 200 free was 2:32, and he had never swum a 400 free. So he shows up, the only kid that shows up on Christmas Day; and I gave him the full workout. Well, one of those sets I gave him was 10x200 and 10 seconds rest. And on the first one he took off and I got 2:15—well obviously there is something wrong with my watch. And on the second one, was 2:13—this watch has got to go. On the third one, 2:12; then 2:10, then 2:09. I mean it just kept going and going and going.

So finally he finished the set, and I said, "Bruce, do you know what you just averaged on this set?" He said: [heavy breath] I don't care; [heavy breath] I'll do anything you say coach. "You what?" I'll do anything you say. I want to be good. I said, "Well, you know, if you say that, if you commit to that, you can't take that back." No, no; I want to be good.

Now this kid was 5'5"; weighed about a 125 pounds. Had hair down to his shoulders, and every time he took a breath, he jerked his head so that his hair could get out of his eyes. And we ultimately started calling him the plucked chicken—that was his nickname. That was the long part of the story.

Short story: on January 2... now, we trained

on Christmas Day, Bruce and I. On January 2 we had a dual meet, and he had to take two 2nds, alright. He went to 2:07 in the 200 Free, took 2nd, and he went 4:59 in the 400 Free, took 2nd. January 2, 1971. On February 15, this kid won the 200 Freestyle at the championships in 1:50.7, and he won the 400 Free in 3:50-flat.

So I knew, I found out very quickly, what the human will or a human being could do, if they wanted to do it. So Bruce then went on to become a great, little swimmer. He was still rough, but he was a great little swimmer.

I thought of him on Christmas Eve in 1973, after being with my new team for about six weeks. I called up Bruce on Christmas Eve; I said, "What are you doing tomorrow?" He said nothing. I said, "Can you drive out to Pittsford Mendon High School?" Yeah. I said, "Can you be there at ten o'clock in the morning?" He said sure.

So he came at ten in the morning. All my guys were like who is this kid?; you know a little, scrawny, little midget kid—with that long hair. I did not say anything. I said to him, I said: I want you to go in the locker room, put on your suit, and come on out, get warmed up. So he warmed up while we did our thing. I am talking to them, giving them a little speech, and then Bruce says, I'm ready, Coach. I said, "Okay."

I walked over. I gave two watches, two of my stopwatches, to two different kids—because I did not want to time him and then they think that I cheated, so I let them time him. I said, "Bruce, I want you to push-off, do a 400 free from a push and break 4:40. I'm going to give you about ten seconds rest, and then I want you to break 52 in a 100 free, from a push.

Now, you have got to understand what that meant. Our school record at that point was 6:07 in the 500 Free—that was the first year of the 500 Free. Our school record was 6:07 in the 500 Free, so they had never seen anyone break 4:40 for the 400 Free. And our school record for the 100 Free was 53.2. So this kid was going to do a 400 free, take ten seconds rest, and then break our school record, from a push. Without suit, no dive, nothing. And he looked like a plucked chicken. They were all smirking: oh my god, he's going to kill this kid.

So Bruce pushed off; he went like 4:35 for the 400 free. And... I found out later-on that I only gave him 7 seconds rest; he pushed off, I said now, get on it. Bam, he pushed off, and he went a 51.7, from a push. He was beet red—beet red, shoulders red.

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He was [heavy breathing]. And the guys, they were all mesmerized; shocked this kid could do that.

I said, "Bruce, when's the last time you saw me? You and I talked or you laid eyes on me?" In February, last February. And I said, "Now, I haven't seen this kid since February. I don't know if he's trained in the spring, I don't know if he trained in the summer, I don't know if he trained in the fall. I don't know what he did. But one thing I could tell you if I asked him to do this task, that he would die trying. That's what I'm looking for, guys. This is the heart that I'm looking for." And it was sort of like: that made my program. Most of them got it at that point.

At that point, I said, "Thanks a lot Bruce." He left, I gave him a couple of bucks; He got dressed and left. And I sat down with my team and I said: "From this day forward, we will train...", because we started school at that point at 7:30 in the morning and school was over at 2:00 in the afternoon. I said, "From now on, practice will start at 2:30 in the afternoon and we'll go till 6:00 o'clock at night, Monday through Friday. We will train Monday through Friday at 5:00 in the morning till 7:00. I've arranged with the cafeteria lady so you can get breakfast, you can get a hot breakfast. You get bacon, eggs, eggs any way you want it, waffles, pancakes, oatmeal, cold cereals, breakfast sandwiches whatever you want. But you will be here at 5:00 and you will not leave until 7:00.

"And I'm going to check with the nurse. If any of you go to the nurse's office and feign you're sick, and you need to lay down on the couch and fall asleep, take a little nap during the day, you're off the team." Oh boy, this guy is something. He just won't let us do it. And then I said, this was the cruncher, "On Saturdays, we will start training at 7:00 a.m., and we'll go till Noon."

Now, the reason I did that was, one, I did not have any year-round swimmers. I had a high school with 254 boys, that I had to compete against Fairport, New York who had a graduating class of 700. I had to compete against Penfield, who had a graduating class of 500. I had to compete against Gates Chili who had a graduating class of 480. I had to compete against Churchville-Chili, had a graduating class of 300. I mean all these schools had two to three times more kids in their school than I had boys in mine.

But my attitude was: I do not care about that, we are in the league, we are going to swim and we are going to be competitive. The only way I know how to do that is you guys have to learn how to swim, and the only way you are going to learn how to swim is by swimming. So we trained and we trained. And for my first ten years there, that is exactly what we did—girls and boys. 5:00-7:00, Monday through Friday, a.m., and 2:00-4:30 in the afternoon; 7:00-Noon on Saturdays.

Our first year, by the end of the year, our school record in the medley relay was 1:57.4—was sort of bad. But our second year, I had 16 freshman boys—and I graduated 14 of those 16 four years later. Our second year, we were... and that year we were 8-4. My second year, our medley relay record was 1:44.1, and we were 10-1. My third year, we won our first Class A title.

Now get a little picture of what was happening. Pittsford Sutherland... Pittsford [school district] does not name his schools after people; they name their schools after streets that they are on. Pittsford Mendon [High School] is on Mendon Road. Pittsford Sutherland High School is on Sutherland Street. Jefferson Road Elementary is on Jefferson Road; Thornell Elementary is on Thornell Road; Park Elementary is on Park Road.

So they named their schools after the streets that they are on.

Pittsford Sutherland had won, by 1976, 89 dual meets in a row; and they swim anybody, everybody all over New York State. So they were like the #1 team. And we were the redheaded stepchildren: they beat up on us.

So, about... we were supposed to swim them two weeks before the end of the season. They did not know, and the other coach—the head coach who had started the program at Pittsford—his son swam for me because he lived in my district. So I told Keith: you can show your father any information that we give out, but you cannot talk to him about anything that we did. Swore the kid to secrecy. And he thought it was best thing since slice bread, so he went along with that.

And we... two weeks later, we swam in Sectionals and we won. And the thing that really, really, really sort of got to me, and I knew/I found out what I was in for, was that we became the first team in New York State to break 1:40 for the 200 Medley Relay—we went 1:39.06 in prelims, came back in finals and went 1:38-flat. That was our third year. So we went from 1:57 down to 1:38 in three years, with basically the same guys because we were a young team. One of the things that I found out during that time was: the parents had an attitude. And basically (to really make it simplistic) it was: we are with you a 197%, win or tie, and don't tie too much. Other than that, our kids are yours; you do whatever you have to do to make them winners, we don't care. Just don't kill them. Other than that, you can do whatever you have to do, whatever you want to do.

So one of the things that I basically did, especially that first year, with the freshman was I would say: "Jimmy come here. Tell your mother I'm coming over to lunch tomorrow." This was during vacation time. I said, "Tell your mother I'm coming over and have lunch with you tomorrow. I want tuna fish on white bread with lettuce and tomato. I would like Wise potato chips. I don't want Lays potato chips, I don't want Schuler potato chips, I don't want Hutts potato chips; I want Wise potato chips. You got it?" Yep. "And I want Coca-Cola. All right? I will be there tomorrow at 12:30." So, kid said yes; okay.

So I went to his house at the appointed time, and I had my tuna salad and my potato chips and my coke to wash it down. But more importantly, I was able to see him in the environment that he lived in every night when he left us. I mean I

actually saw him more than his parents did, but I wanted to see, wanted to get an idea of: who this kid was, where he came from, what they were doing. And I did that with every kid on the team.

Interesting thing was: that New Year's Eve, my wife and I went to a movie—it was some big James Bond movie or something coming out—and we went to the movie. We got there early, we are eating our popcorn, and in comes this group of kids. They just went into one row, and they went across and they all sat down. You know, they were polite and did not cause any trouble or anything.

Then when the movie was over, the lights came on and they got up. I looked: it was my team. So we followed them; they said, Come on over to Tom's house, Coach. Okay. So we followed them; they had a little New Year thing that they were doing over at one of the captain's house. At about one o'clock, the older kids—the juniors and seniors that drove—would take the younger kids home, and then the party was "over": everybody went to bed because we had practice.

The other thing was: that first maybe eight or nine years, I gave them one day off during the season. I said you can either take: Thanksgiving, Christmas Day, New Year's Day, New Year's Eve, Christmas Eve. They all chose Thanksgiving; they always chose Thanksgiving—I do not know why. But that meant, for those first ten years, we were going to train on Christmas Eve, we were going to train on Christmas Day, we were going to train on New Year's Eve, and we were going to train on New Year's Day. Alright. And they basically accepted it, no problem. I mean I never had any complaints about it.

We started going to basketball games. Because of the nature of what was happening and the fact that we were a new school, the swim team was basically the... not only were we the winning-est team in the school, but we were the only team that was winning in the school. So people sort of looked-up to the swimmers.

We have a little thing that goes like this: [tapping out rhythm]. You have heard that, before. [still tapping] We go [in sync with tapping]: P-I-T-T-S-F-O-R-D, let's go; P-I-T-T-S-F-O-R-D, let's go; P-I-T-T-S-F-O-R-D, let's go.

So that was the swim team cheer that we started doing at the basketball games. One of the guys brought his horn, before they started making silly rules—you can't bring noise makers and stuff like that. The cheerleaders would actually look up to the

Swimming section to find out what cheer we wanted to do next, you know, and then the guys would tell them and they would do the cheer. We would go to wrestling matches. We supported the other teams, but the other teams never really supported us.

Every year I put a slogan out. Now, you have got to understand: this is my 44th year in Pittsford; I have never worked in that district. I have worked 13 miles away in the city school district of Rochester. I am retired, I taught math for 33 years, but I have been retired for 18 years. In New York State, you can retire on your... when you are 55, if you were Tier 1. I was Tier 1; I started teaching in 1966. So I was Tier 1, and I was allowed to retire on my 55th birthday.

Unfortunately, my birthday is May 2, which meant that there were seven weeks of school left. So they wanted to pay me... we got up, we negotiated up to... no, they got up to a \$275 a day. And I told them: "You can offer me a million dollars a day;



I'm through with this. I do not want to. I'm not going to sub, I'm not going to come back; I'm through with it."

So, the basic thing was: how do you get those kids and maintain support with never working in that school. I mean, I would have loved to work there, but that is a whole another story.

One of the things that I did that first year, and that was my best sign. I put a sign up. We have a commons area, where they run like... they used to run Junior and Senior Ball, and stuff like that there. But it is like the cafeteria, but it can be used for a lot of different things. There is a balcony on

the second floor, so I put this sign up in the school colors—which are maroon and gold. And it just said: What do you do when tough ain't enough? And that sign hung from October 1 until November 2. On November 2, that night, a couple of guys came to school to help me take it down. On November 3, the sign went up: Come to the pool tomorrow and find out.

The school was all alerted, because they were like: Who wrote that sign? I bet it was that crazy swim coach; I bet you. No, no, it wasn't him; he can't write. It was a big thing, you know, that the kids actually did not know who put the sign up, but they found out that it was that "crazy swim coach".

The Wrestling team was so bad... because you have got to understand: Pittsford is a very cerebral community. Like, they win Tennis all the time, they win Track & Field, Cross Country; and that is about it. Football, those manly sports, they do not win because they are not manly; they are very bright. They go to Ivy schools, but they are not very manly.

So the Wrestling team was just atrocious; they never... they would never win. So the Wrestling coach comes to me one day and says: Let's start a tradition. I said, "Okay, what is it?" He said: We'll play water polo, the wrestlers against the swimmers. I said, "You've got 50 guys; I've only got 27-30 guys." He said: Well, you know, we'll work it out.

So we let the wrestlers choose. Like crazy, they chose to defend the shallow end. Hey, that is great because their goalie is right there and he does not have to tread water. But the problem was for them to score, they had to score from the deep end and half of them could not swim. Well I told my guys: When I blow the whistle to start the game, here is what you do. You grab the nearest wrestler to you, drag him to the deep end and put about a half a teaspoon of water in his lungs. Don't kill him; just almost kill him.

So we blew the whistle [blllrrp], they grabbed the wrestler and put them down, and within three minutes, two thirds of the wrestling team was on the side of the pool [coughing, moaning], and the rest were like: no, they are killing people; I'm not going to go in there. And so the game lasted... every year, we did it for like five years, every year the game would last maybe five minutes because they be through.

So we got the rep... it was like parting the Red Sea. I walked down the hallways; I come to school early and walk down the

hallway to go to the office to go to my mailbox, and kids would just: Oh, there's that swim coach man. That guy's nuts; he eats small children. Get away, get away from him. So that was one of the reps we had.

The first... one of the first things I did was I wrote a letter to all the teachers. I said: My name is Marty Keating; I am swim coach for the boys swim team here at Pittsford Mendon. This is a list of the boys that are on my team. If you have any problems with any of them, discipline, homework, grades, you drop a note in my mailbox and I guarantee you that problem will cease. And in 44 years, I have had about five incidents and we straightened them out immediately. So we had the reputation that: Hey, this guy's serious. He didn't just write this. This is no BS. He's serious.

I had a kid, one kid my freshman year—and you have all seen this type of kid. Very bright, very funny. But his parents thought that he was... you know, below average, and all they wanted him to do was be happy and graduate high school. So Barry is a freshman and he becomes ineligible. So the parents were distraught: what are we going to do, what are we going to do. I said, "Okay, you guys meet me tomorrow after school in the guidance counselor's office. I'll get one of the vice principals to come in and we'll talk."

So as it turned out, the principal came; and I had this guidance counselor, his parents there, he and I. We looked at his report card, and I said, "Now here's the problem as I see it. Your job is to get him through high school. His job is to get through high school. He's not doing his job, but more importantly you aren't doing your job. So, what we're going to do is we're all going to start doing our jobs.

"So Barry, from this day on, you're going to... at the end of school you're going to come to the pool." I had a girl manager that was brilliant. "You're going to come to the pool. Joe is going to help you with your homework or any questions that you have. Then you're going to go home. You're not going to get any phone calls; you're not going to do any Xbox; you're not going to do any radio, TV. All you're going to do is any reading that you have to do. And if you didn't have any reading that you had to do for school, then you can just read, because your homework is done—we did that at the pool. You're not going to swim, you're not going to train, until the next six weeks when that report card comes out. There are no phone calls from them girls, them cross-eyed girls; no phone calls from Mary

Rottencrotch. You just stay your butt in your room and you focus on what you're going to do."

Oh no! You... you know, you would have thought I asked for his firstborn. But we all stuck to the contract, to the deal, and guess what: Barry got, in six weeks, he got all As. And Barry wound-up being second in his class, when he graduated four years later. So he was not retarded or even anywhere near it; he was just happy-go-lucky and mommy and daddy thought he just well that's okay as long as he's happy we're happy.

So those are the little things that we did to get that program started. We have a mall in Rochester called East View Mall. And on Christmas Eve 1974... it opened like the week before Christmas. My wife and I went there, and we talked and we split up. I wound up in a place called Dalton Books. And what I did was: I saw this book and I went in. It was almost like I was attracted to it.

I have these revelations, sort of like. Last year, I was going to... I have always wanted to try to have like a retreat for my girls team, but it never worked out. You know, this place was booked or that place did not let you go overnight; hotel had a conference room, but you could not stay overnight. All that sort of stuff. So I had a parent that had a big old house, and I said: would you let us come over to your house, I need about twenty five hours. She said okay.

So I called it, you know, a bonding session, and the girls called it hostage. But as... two days before we were going to go to this girl's house, I am listening to the radio and on comes this song, and it just touched my heart. It is called "I Give Myself Away"; that is all the song is. It is religious; you have got to watch out about that stuff. It is a religious song, but I did not tell them that and I took out some of the words. I rewrote it and ran off some copies and gave each girl a copy and they looked at it. And then when we were leaving, at the end of 25 hours, the girl had the speaker on and we put it on. And basically all it says is: I give myself away, so use me; I give myself away, and all I want you to do is use me.

I wanted to do some team building, and that really hit/struck home, I think, for the girls. It really... They listened to it twice through and then they walked out. They all had their bags, and they walked out and got into their cars and drove off into the sunset. It was very, very moving.

Anyhow, I went to Dalton Books and I was attracted, I had this revelation, I was attracted to this book. The book is called

"The Greatest Salesman in the World by Og Mandino" I do not know if any of you know the book. It is relatively old; it is like 40+ years old, maybe 45 years-old.

Basically, what the book was about is: the greatest salesman in the world, the richest man in the world, called his head servant in to talk to him. And he said to this servant: Go to all my emporiums and offer to sell them, at a very cheap price, to the managers. If they don't want to buy it, then you are to sell everything in it and then bring me the money. And the guy said okay, Master, I will do that. And then the master said come with me, and he took him up to this room.

Well, the master had this room in his house that was guarded twenty-four hours a day. And this servant had been with them for over thirty years, and for thirty years they just speculated. Nobody knew; the only one who ever went in that room was the master. They speculated that there was gold from the floor to the ceiling, that they were silks and riches, and all kinds of things.

The master opened the door, and all there was, was this leather case—that was all there was in the room; the whole room was empty except for this leather case. And the servant went with the master over to the leather case, and the master opened the leather case and there were eleven scrolls. That was all: eleven scrolls. And he said, "Master, we thought all kinds of speculations, all kinds of stuff, and all there is, is this leather case with eleven scrolls." He said yeah.

"Well what do the scrolls say?" He says: I cannot let you see the scrolls because I promised not to let anyone see these. I was told that I would get a sign when to give them up, give these scrolls to the next person, to be the greatest salesman in the world. And as they were given to me, when I was a camel boy.

"Woah, woah, woah, Master, what are you saying? You were a camel boy?" Yes, I was. When I was a camel boy, I worked for the greatest salesman in the world, and I told him that I wanted to be a salesman. He gave me a robe and he told me to take this robe to Bethlehem and sell it. Well Bethlehem was in the poorest province, the poorest city, and he knew his chances of selling this robe were not going to be very good. But he went. The master gave him some money, gave him a little donkey to ride on. He went all the way, halfway across the world at that point. Make a long story short: he gave the robe to this lady who had a baby freezing in the stable. And

then he had to go back to the master, and not only tell him that he did not sell it but he gave it away.

And he did not watch, but when he was coming back, the master saw this star. He followed [it]; the star got closer and closer and closer to him, and when the star stopped, he looked down and there was the camel boy. And he told him the story that he gave away the robe. And the master says: You're the one; I'm going to give you this box with these scrolls. And we're going to... I'm going to tell you what... they tell you what to do.

So the first scroll told him, basically, to read each scroll for a month; the first thing in the morning, at lunch and before you go to bed, for 30 days. Then commit it to memory and then go to the next scroll.

I read that book standing there; it is not a very hard read—a very easy read. I read the book; it is about maybe a 180 pages. I read the book, I then bought a highlighter. I highlighted the book, and read it a second time—right then and there. And then I took it home, dogged-eared it, read it again, a third time in that one day. And I wanted to just talk a little bit about some of the things that it talks about, so you can see how important it is.

At this time, right after Christmas vacation, I was working in a middle school in Rochester, teaching math. The industrial arts teacher was making plastic signs, with the raised letters on it and stuff. So I had him make me six, because I have a six-lane pool. I had him make me six of these plastic signs. The first sign says: I will persist until I succeed, and that was over lane one. And basically what we did, every day, was we put together, when they were doing those sets and when things look kind hard for them, we would put the things in. For example: I was not delivered into this world in defeat, nor does failure course in my veins. I am not a sheep waiting to be prodded by the shepherd; I am a lion and to refuse to talk, to walk, to sleep with sheep. I will not hear those who weep and complain for their disease is contagious; let them join the sheep, let them go to the slaughterhouse of failure. It is not in my destiny. I will persist until I succeed. And basically, you have that, that theme.

I am nature's greatest gift. I will live this day as it is my last day. Today I will master my emotions. The tide advances, the tide recedes; winter goes and summer comes, summer wanes and the cold increases. The sun rises, the birds depart, flowers bloom, flowers fade; seeds are sown and harvests are reaped. All nature is a circle of moods

and I am a part of nature. And so like tides, my moods will rise, my moods will fall. Today I will be master of my emotions. And it just goes... you know, it goes on and on like that. But that was one of the things that I used as a part of my program development.

When I walked into that pool I had two signs. One I put on the shallow end of the pool. I went to a sign maker and had both signs made by him. The first one was six feet long and four feet high; it was on white paper—white chart paper. It had four letters: P A I N. I told them: that's going to become your friend; that is going to become your friend, and you will love it. And then the other one, at the other end of the pool, said: Believe, then work to make it happen.

And we just basically did that. As I saw certain things, we put those up on the wall. So if you did not get a real good look, if you were here yesterday for my talk on sprinting, but the deep end of my pool, the wall is just covered with slogans and things like that. Like: Showing up is 88% of life. Winners are not born, they're made. You know, things like that. And every time I see a chart or I see a poster or I see a good saying, I will either print it out or... I used to use Print Shop from the computer and make banners and stuff like that.

But we have a whole wall up in the pool with those sayings and those things. Most of them basically talking about persisting. You can do it; be tough, be hard. Go for it. Every chance, I like I said, every chance I get, I put something like that up on the wall.

Bob Schlegel and I have a little funny joke because he is at Monroe—it is a high school in the city, we used to work together. One day he comes in with a t-shirt that he had for the Sectional meet. And 'til this day—it was like 25 years ago but till this day—I will say that to my girls and they laugh. We have a big laugh about it. Bob comes in with this shirt, and that was his Sectional slogan for that year: This ain't no party, this ain't no joke, and this ain't no rock-n-roll.

I was like: "What the hell? What does that mean, Bob?" It ain't no party, it ain't no joke, it ain't no rock-n-roll; that's what it means. "But it makes no sense." Yeah, it makes sense to my girls; my girls are ready. And so I watched them as they came into Sectionals with their t-shirts, that said this ain't no party, this ain't no joke, this ain't no rock-n-roll. I was like oh my God, you know. But little things like that can make a whole lot

of sense to a team.

This year my swimming slogan is: respect the process. I tell them all the time; I have been telling them for forty years: it's all about the process, not about the results. If you put the things in the process, all the right ingredients, you are going to get a good cake. If you put all the right ingredients in, you are going to get a great meatloaf. If you put... I do not care how expensive it is, if it is slop and you do it the wrong way, you are going to get slop. Garbage in, garbage out.

So every year we have a slogan. The girls pick up a slogan, and then every year I give them a t-shirt with the slogan I want. Which is usually something that is relevant to what we want to do for that year or something that we want to do. Like two years ago, it was: 91 practices, 1 purpose. Things like that. Those are the little things, I think, that help to build the program.

Now I do not think that you should train your people three-and-a-half hours in the afternoon and two hours in the morning to make a great team. I mean we are obviously... I had a job change and I could not do that after ten years. But the first ten years I was there, I could do that. I could not be there, physically, on the eleventh year, so we had to change. And I actually felt that my program was over. We can't do this; it's going to fall apart. They can't swim fast if I can't train them five-and-a-half hours a day. But they actually swam faster; they did.

I have tried different things, and everything you try works and so you move on. And you learn that there is more than one way to skin a cat, and all you have got to do is have a cat. And a knife, I guess.

Okay, that is about it. Do I have any questions? Okay, it is 3:13, soon to be 3:14. It is 3:14 and we are over. That's all folks. Bye-bye, thank you.

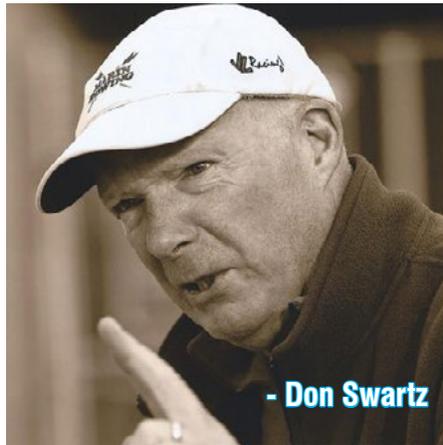


I think it is better to be over-prepared, rather than under-prepared, in terms of your cultural readiness to be part of a great team and great organization like the USA Swimming team.



- Paul Yetter

Problems are part of what we do every day. So, as I say here that is what we do every day, we solve problems. We face challenges and try to work with them. And if we have a real clear understanding of why it is we coach, then it is easier to deal with that stuff.



- Don Swartz

It reveals a lot of their character when we talk about when we have our meetings and they talk about their standards. And well maybe we need to lower this, or... I love it when a coach says: let's raise it. Yes let's do that.



- Derek Howorth

Mental toughness is about composure, about staying calm, about being relaxed under pressure. About knowing the fatigue is there and just doing your job anyway.



- Wayne Goldsmith

Short
Quotes of
WISDOM

Expanding Energy System Models: accounting for the nervous system in training design

Training is based on stimulus or stress, and then recovery and then a response. That's how a change happens, that's how learning happens, that's the basis of training.

First Year in a New Position: creating major change
I could not just come-in and start coaching, because that baseline for coaching is about the relationships.



by Carol Capitani

The coach at the fundamental stages has to be very enthusiastic and patient because it takes time to develop athleticism along with technical swimming skills.



- Monika Schloder



- Matt Kredich

Kids are inherently competitive, most of them, and they need to have an opportunity to be competitive every day in practice.



- Todd Tucker

Here is how you determine what age to start them: if they can handle coaching and a little bit of criticism, they're ready.

- Randy Wells

On Oct. 28, 2016, the ASCA office processed its **18,000TH COACH CERTIFICATION**

The Certification Program began in 1985 in Fort Lauderdale.

In this photograph, the originator of the "idea" of Certification, Coach Walt Schlueter, then of Mission Bay, working with Coach Schubert, is receiving ASCA Certification #1. (Level 5 - USA-Swimming) from brand new Executive Director John Leonard (then one of 5 architects of the Certification Program)

Coach Schlueter got "Certification" into the ASCA Constitution and By-laws in 1958. 27 years later, JL helped turn the idea into reality, along with the work of many others.

31 years after this photo was taken, JL processed Certification File number 18,000 for a young coach from Pennsylvania.

Coach Schlueter then, and JL today, was quite moved by the entire experience. Things, indeed, "take time."

JL, Oct. 2016.



THE CUPPING CRAZE: **LONG IN HISTORY,** SHORT ON SCIENCE

University of California, Berkeley Wellness Letter
News and expert advice from the School of Public Health

If you watched the Summer Olympics in Rio this past August, you undoubtedly saw quite a few high-profile athletes – most famously Michael Phelps ---sporting large purple circles on their backs, shoulders, and other body parts, the result of “cupping.” We have since received letters from readers asking if this treatment really has healing power and improves sports performance. Obviously some Olympians (and many other people) think it does---but the evidence behind it is dubious.

Though there are several ways to do it, cupping involves creating a suction effect on the skin through the use of special cups (usually made of glass but sometimes plastic, rubber, clay, or bamboo) that are placed on the targeted area. This is said to promote circulation and draw out “stagnant” toxins and other harmful substances, and relieve musculoskeletal pain, among other supposed benefits. One way to create the suction is by lighting a flame (such as an alcohol-doused piece of cotton) in the cup, and then, as the flame goes out, quickly placing the inverted cup on the skin. Another method involves vacuuming out the air in the cup with a pump. In wet (blood) cupping, the skin is pricked first. Typically, about 5 to 8 cups (or sometimes more), ranging from 1 to 2 inches in size, are applied and left on the skin for anywhere for 5 to 15 minutes.

A part of traditional Chinese medicine for thousands of years, cupping is increasingly use by acupuncturists, physical therapists, massage therapists, athletic trainers, and other health care practitioners in the West. It was reportedly done originally to draw out poisons from insect bites and to drain wounds, but now it’s touted as a seeming cure-all. For instance, the International Cupping Therapy Association maintains that a “huge number of conditions respond positively to cupping: - from asthma, colds, digestive disorders, and jaw pain (temporomandibular joint disorders) to menopause symptoms, cellulite, and vertigo. Athletes say it enhances muscle endurance and agility, prevents injuries, and speeds recovery from muscle fatigue.

Several study reviews have attempted to evaluate the effects of cupping, particularly for such conditions as low back pain, knee arthritis, headaches, and shingles. Some of the findings seem positive. For instance, a review of 16 trials, published in the *Journal of Traditional Chinese Medical Sciences* in 2014, found “at least moderate evidence that cupping is more efficacious than no treatment or other treatments (such as heat therapy, usual care, and conventional medications) in reducing pain over the short term.”

But as with acupuncture and many other alternative therapies, the studies overall are of poor quality and have had mixed results. Among the many problems, most studies don’t include proper control groups and thus cannot rule out a placebo effect. And when there is a placebo comparison group, participants and practitioners cannot easily be “blinded” (that is, they may know who is receiving the real treatment, which can bias the results). Some studies combine cupping with other treatments, so it’s not known what might have been responsible for the effect, if there was one. Most studies are also small and short term. In fact, the authors of all the reviews reporting positive results repeatedly caution about the methodological problems and call for more rigorous and longer trials.

There’s also no plausible mechanism for how cupping might provide benefits. Some practitioners believe it creates inflammation, which triggers an immune response; others use a form of cupping (massage cupping) as a type of myofascial release or trigger point therapy.

Cupping is considered generally safe, though the suctioning action bursts blood vessels under the skin, which creates the marks. Burns and blisters are also possible if a flame is used. More serious, a case report last year described subdural hematomas (bleeding between the brain and skull) that occurred in a young woman two weeks after she had cupping on her scalp to treat her headaches ---though there was no definite proof that cupping was the cause.

BOTTOM LINE: The therapeutic effects of cupping remain controversial, and we remain skeptical of its benefits beyond any placebo effect. There is no scientific support for the idea that cupping helps athletes win (sorry Phelps, though you hardly needed a leg up). Still, it most likely won’t hurt to try it if you go to a well-trained practitioner --- but cupping should not be done on your scalp or if you have fragile skin or a skin condition like eczema. Insurance generally won’t cover it, however, and if it doesn’t help, you’ll have the telltale marks to remind you of that---for about 10 days or so.



A PART OF TRADITIONAL CHINESE MEDICINE FOR THOUSANDS OF YEARS, CUPPING IS INCREASINGLY USE BY ACUPUNCTURISTS

Is Work-Life Balance Overrated?

9 WAYS OBSESSION CAN MAKE YOU MORE SUCCESSFUL

Why not embrace your passions and obsessions... instead of trying to "balance" them with the rest of your life?

By Jeff Haden



Symbolic work/life boundaries are almost impossible to maintain. If you're an entrepreneur, you are your business. Your business is your life, just like your life is your business -- which is also true for family, friends, and interests -- so there is no separation because all the things make you who you are.

There is no work/life balance -- there's just life.

That's my take, but one guy takes the premise a lot farther. "Switching off your obsessions doesn't make sense," says Grant Cardone, author of *Be Obsessed or Be Average*. "The only way anyone will know who you are and to make a difference is to embrace obsession and embrace the maniac you are.

"Those are the people who make it. Take Steve Jobs. People said he was obsessed, a control freak, a micro-manager, was difficult to work with... but those are the people that make it."

Grant is right: incredibly successful people don't seek a perfect balance. (Of course it does depend on how you define success; everyone should define success differently.) Instead they out-work, out-hustle, out-think... they basically out-everything the people around them.

Why? They're obsessed -- but in a good way. If you're the kind of person who tends to sit and wait and think and plan... but never actually get started on doing the things you want to do, Grant's book is for you. If after reading it you aren't motivated to get going RFN (Right [*use your imagination*] Now), then you probably never will.

1. Obsession can be harnessed.

"Being obsessed doesn't mean you're crazy," Grant says. "Being obsessed means something preoccupies you and fills your mind. When you love what you do, you don't think about food and sleep and recreation.

"Obsession doesn't have to turn out badly. It can be your genius if you use your obsession constructively."

2. When you deny your dreams, all that untapped energy can turn against you.

"Between the ages of 16 and 25," Grant says, "I used drugs every day. But the problem wasn't the drugs. The problem was I denied that I wanted to be rich, famous, in control... if you deny that much energy, if you deny your dreams, if you start pushing them down and trying to squelch them... your dreams won't go away.

"All that energy will show up somewhere. Why not let it show up where you most want it to?"

3. Do the thing you hate to do.

"I took all that energy and threw it into a job I hated," Grant says. "Thirty days later I loved that job because I got great at it.

"Do what you like, 'Do what you love,' all that stuff is overplayed. Do the one thing you hate and you're guaranteed to become great at the things you're meant to do."

4. You can have many obsessions.

"None of us are here to do just one thing," Grant says. "I can be obsessed with doing many things. I'm obsessed with being a great husband. I'm obsessed with being a great father. I'm obsessed with being known in my space.

"Obsession doesn't mean being single-minded. You can be great at many things."

5. You will be ridiculed for voicing your obsessions... but who cares?

"I've always wanted to be rich," Grant says. "I've always wanted to be famous, at least in my space.

"You will get ridiculed for voicing things like that -- but if you don't want it and can't talk about it, how can you grow it?"

"When the obsessed show they're obsessed, they draw out the haters. People will say you're greedy, you want to get rich, you're showing off...the haters are a problem, but the naysayers are even more dangerous. They say they love you just the way you are, they say you're doing fine...and because they're close to you they're able to influence you.

"Don't listen. If you're not happy with where you are, say so. And then embrace what you plan to do to get to where you want to go."

6. If you quit on your dreams... how will you not quit on everything else?

"When I was eight I can remember wanting to be rich and in control of my life," Grant says. "If I abandon my dream, the dream that was with me from the beginning... if you give up those dreams and are willing to abandon the things that are most innate, how will you not abandon everything else that comes after that?"

"You've already made peace with being average regarding the things closest to you: your dreams. If you don't chase the things that mean the most to you, you won't chase anything."

7. "Balance" is only achieved when you're living your life.

"I'm not interested in balance," Grant says. "I don't know one person that has ever achieved balance. I don't know anybody that has what I want that has achieved balance.

"Today, by me going in as many directions as possible, I feel better about my life than I ever have, because I'm living my life the way I want. That's balance.

"I want to live an exceptional life. I'm not seeking balance."

8. Surround yourself with people who are obsessed.

Bill Gates Says These 5 Books Will Make You Smarter

"We're willing to fire people that don't fit in," Grant says. "Our culture is obsessed, and the people that don't fit tend to go away because they don't want to be here.

"I'm the quarterback. I'm trying to make a difference for the better. I need people who support the playbook I'm running and are obsessed with it.

"You don't lose money because you hired someone and lost them. People don't cost money. An inability to grow the company is what costs money."

9. When you get criticized... that means you're doing something right.

"ROI calculations are people trying to make sense of where they are, not looking to where they want to go," Grant says. "Take Elon Musk. What is the return on investment of trying to colonize Mars?"

"Those are the people I study. Those are the crazy people... until years later when people realize they were geniuses.

"Pick five people, dead or alive, who accomplished amazing things. Somewhere along the line they were called control freaks, obsessive, selfish, arrogant... but now we realize they were actually doing something great.

"Don't be afraid to be obsessed with following your dreams. That's the only way you'll ever accomplish big things."

An Innovative Method of **Strength Training for** DISTANCE SWIMMERS

Guilherme Goncalves Ferreira
Jose Cassidori Jr

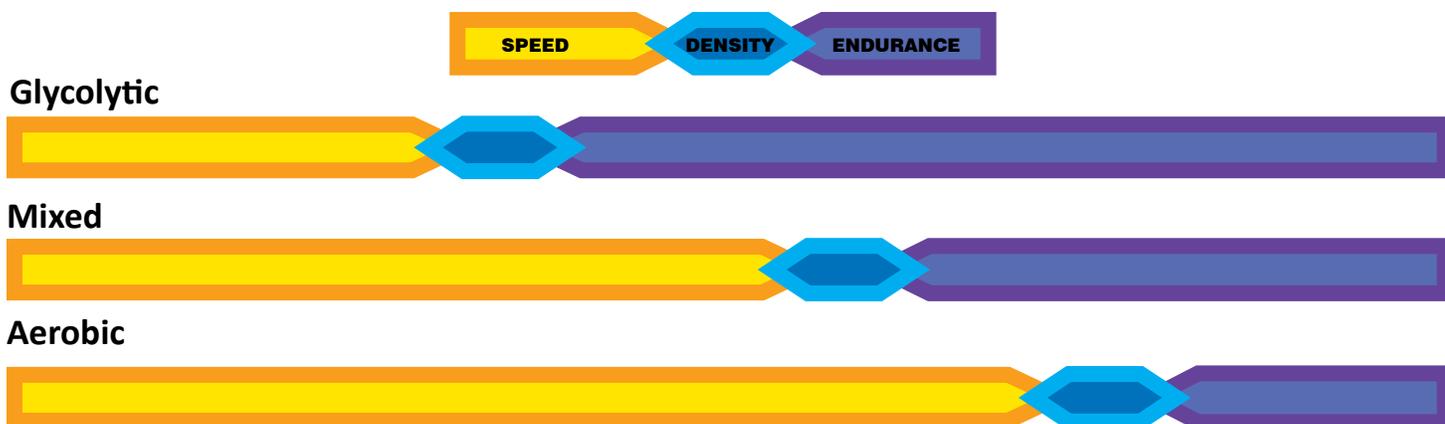
It is well known that strength training can be beneficial to swimmers specialized in short distance events. Strength training can increase the maximum swimming speed in short distances as well as the speed of starts and turns. These improvements appear as a result of the increase in the capacity of generating power of the muscles involved at the given movement. There are two different ways of increasing the power output of a muscle: the first is by increasing the number of myofibrils - which are little filaments that grouped in hundreds of thousands form the muscle fiber. The increase in number of myofibrils results in the increase in muscle size. The second option is by changing the way the nervous system activates the muscle, improving the intra and inter-muscular coordination. In a normal muscle contraction, these hundreds of thousands of myofibrils alternate contracting and relaxing. Through specific types of strength training it is possible to “teach” the muscle how to contract a larger number of fibers simultaneously and at the same time relaxing antagonist muscles. This process increases the power output of the muscles by making them work at the fullest, which consequently can result in performance increase (Bompa 2005).

The muscle fibers can be classified in three groups:

- › **Aerobic: slow twitch speed, high mitochondrial density and great endurance capacity;**
- › **Mixed: fast twitch speed, variable mitochondrial density and variable endurance;**
- › **Glycolytic: fast twitch speed, low mitochondrial density and small resistance to fatigue.**

In sport language, the aerobic fibers are the main characters in events with duration of 5 or more minutes. The mixed fibers are closer related to races in between 2 and 5 minutes. The glycolytic are related to the races up to 30-60 seconds of duration (Bompa 2005).

As said above, a path to increasing muscular power output is by increasing the muscle size (hypertrophying the muscles). According to the literature (Seluyanov 2005, Platonov 2013), the main muscular hypertrophy stimulators are: diet rich in essential protein, high concentration of growth and other hormones in the organism, and hydrogen ion (H⁺) inside the muscular cells. At the glycolytic fibers, the H⁺ appears as a result of the anaerobic energy production and causes intense pain or burning sensation, which also stimulates the growth hormone’s production. This effect takes part when an athlete does an anaerobic effort, for example a set of 10 repetitions of squats with heavy weights or 100 or 200 meters swimming in maximum speed. When it comes to the aerobic fibers, the energy is never produced through the anaerobic way and consequently the H⁺ does not appear in the fiber. This fact in parts explains the difficulty in hypertrophying the aerobic fibers. With no acidosis in the fiber there is no stimulus for hypertrophy, as well as no hormonal response. On the pursuit of an effective method to hypertrophy the aerobic fibers Viktor Seluyanov (2001) created the static-dynamic exercises.



Static-Dynamic Exercises

The essence of the Static-dynamic exercises is triggering anaerobic energy production inside the aerobic fibers, producing the H⁺ and stimulating their hypertrophy.

The efficacy of the static-dynamic exercises applied on mid and long distance cyclic sports has been proved in many researches involving elite runners, speed skaters, wrestlers and cyclists (see table 1).

Author/Year	Athletes	Main Conclusion
Gavrilov V.A. 2007	Middle distance runners	After 4 months of training the experimental group (using the static-dynamic method) had significantly bigger improvements comparing to the control group (not using the method) in 60, 200 and 800m run.
Seluyanov V.N. 2007	Sambo wrestlers	Increase in the anaerobic power and anaerobic threshold in the experimental group (using static-dynamic exercises) with 10 weeks of work.
Seluyanov V.N. 2011	International level BMX cyclists	The experimental group (training with static-dynamic exercises) had significantly larger improvements in testing (70 meters sprint) and in competitions (races during near 45 seconds) after 6 months.
Zadonskaya L.I. 2011	International level speed skaters	A group of high level speed skaters showed improvement in the maximum anaerobic power (60 seconds test) and in anaerobic threshold at the track in comparison to the control group (not using the static-dynamic program). The training extended for 4 months.

Table 1. Researches show the efficacy of the static-dynamic exercises

How is it executed?

A single set of the exercise is executed with the muscles uninterruptedly contracted during a period of 30-40 seconds. The movement's amplitude is extremely short and the speed of execution is slow. The short amplitude and slow speed contraction does not allow the blood to pass through the capillary system, keeping the muscle from obtaining oxygen supply. Without enough oxygen, the fibers start to produce energy through the anaerobic way. As a result of anaerobic energy production the accumulation of H⁺ inside the muscular cells occurs, which is a key stimulator of hypertrophy.

As known from the literature (Bompa 2007) one of the main elements in hypertrophy training is the large degree of exhaustion and the cumulative effect of exhaustion in the total number of sets. Following this principles, the standard hypertrophic set is composed by 6 to 8 sets of 30 to 40 seconds of movement. As the static-dynamic exercise is executed slowly and with little movement amplitude, it is more precise to control the exercise by the time of execution than repetitions. The weight lifted should be about 50 to 60% of a maximum repetition (MR) for beginners and should increase as the athlete progresses through the weeks. As mentioned before, the amplitude of movement must be small and close to the angle of largest activation of the target muscle/movement. This short movement with slow speed provides the necessary continuous contraction.

After a developmental training the muscles take around one week to recovery. Following it, the optimum weekly plan should be based on one developmental and one maintenance session per week. The maintenance set will provide the organism stimulus to keep

(continued on page 16)

the levels of hormone high, optimizing the process of hypertrophy. The developmental training day should include 6 to 8 sets of 30 to 40 seconds of exercise. The maintenance days will have 3 sets of 30 to 40 seconds of the same exercises as the developmental. The interval in between sets should be around 30 to 90 seconds, time enough for the fibers to “clean” a good part of the H⁺ and get ready for the next set. If possible, active rest with mild aerobic work is recommended. The table 2 provides a comparison of the aerobic fibers’ hypertrophy method with other types of training.

Target of Exercise	Sets	Reps	Load (%Of MR)	Speed of Execution	Amplitude
Hypertrophy of aerobic fibers	6-8	30-40 second of one continuous rep	60-70%	Slow	Extremely small
Hypertrophy of mixed of anaerobic fibers	4-6	8-12	70-85%	Moderate	Full Amplitude
Maximum Strength	4-8	1-6	85-100%	Not important	Varies
Power	3-6	6-10	65-75%	Maximum for the given load	Varies

Table 2. Comparison of methods of training

In order for the program to have significant results it has to be executed for a period of 8-12 weeks. It is recommendable to apply the static-dynamic exercises earlier than later in the season. The period of 3 to 6 weeks is necessary for a full recovery after the end of the hypertrophy period, which means that it should be stopped as a minimum 3 weeks before the target meet.

Practical Recommendations

When working in the weights room swimmers can take advantage of exercises which are not possible to execute in the swimming pool. One of the main differences in between working in the water and in the room is that the work in the water does offer eccentric movements, which are of big importance for inducing the hypertrophy of the muscles. The eccentric contraction happens when the muscle is contracting and extending at the same time. With that mentioned, strength training on land offers bigger possibilities for hypertrophy in comparison to the swimming pool and that can be a valuable tool to be explored by the coaches. It is extremely important to consider the fact that increases in muscle mass can decrease body buoyancy, what can make the swimming technique less efficient. The constant assessment of these factors gives the coaches important information on balancing strength and technique.

According to the specialized the literature, programs targeting hypertrophy are only recommended after the 16 years of age for boys and 15 for girls (Baliy 2013). Before this age the program does not have the desired efficacy for pedagogical and physiological reasons.

The hypertrophy of the aerobic fibers is a process that takes from 3 to 6 weeks to recovery. Considering this fact, it is recommended to apply the program in the earlier phases of the season. Closer to the target meet it is recommendable to apply other types of strength training, which induce more immediate adaptations such as power and speed. When including the static-dynamic exercises in the weekly plan it is advantageous to organize the developmental set not less than 36 hours before large high intensity aerobic loads such as sets on the anaerobic threshold.

Despite the fact that the efficacy of the static-dynamic program is proved by several scientific papers in the past 20 years, it still unknown for many coaches and specialists in sports’ science. Further practical experience and deeper scientific investigation are important next steps on the development and popularization of the method. ■



Interpretations of TEN AND UNDER COACHES Recognition Study

– By Coach Kim Seaman

(Editors note: Coach Kim Seaman will publish a second "labor of love" in the *American Swimming Magazine* #6, 2016 on the "Ten and Under Coaches" whose fine work led to the 2016 National Junior Team Members. Kim did the same to high praise and accolades in 2015. HERE, Kim does some interpretation and tells us what she believes she learned about coaching 10 and unders from her 2015 study. (We look forward to her doing this again in 2016!) Look for the 2016 Ten and Under Coach Recognition in the *American Swimming Magazine* #6 in December!

All the Best, JL

Brief interpretation of a few interesting data points:

1. More data collection would be beneficial (especially given that 90% of the NJT swimmers began swimming at the age of 10 or younger - 92% of those swimmers were actually 8 and under). Studying and pursuing what attracts, keeps and produces excellence within our youngest age group of swimmers seems valuable given that a great majority of our elite swimmers start that young.

2. Being an encouraging coach with 100 and unders seems to be very important given that 73% of swimmers said their coach would best be described as encouraging. Being knowledgeable, fun and genuine are also important given the results.

Focusing on technique with our 10 and under swimmers seems to be viewed as highly influential towards success (while focusing on competition does not).

70% of coaches indicated that a "focus on technique" was most influential to their success

and 96% of coaches did NOT choose a "focus on competition" as most influential. This piece of data may be a call for introspection for coaches to examine what they prioritize with their coaching of 10 and unders.

4. 50% of the NJT swimmers who started swimming later than the majority (age 11 and older) played baseball and or soccer prior to swimming. More years of data collection on this point could reveal exercises movements or activities that are possibly beneficial to swimming (perhaps could be applied in drylands for our younger swimmer to glean same benefits).

5. Successful 10 and under coaches are not necessarily staying at the place where they could be of most service to our sport given that 43% of our most productive 10 and under coaches are no longer coaching 10 and under swimmers regularly. Increasing awareness of the value that successful coaches at this level may have help encouragement from coaches and team leadership to capitalize on coaches' strengths where they are most needed (which in turn should help the sport at all levels).



LESSONS WITH THE LEGENDS

By **Michael J. Stott**
Reprinted from Swimming World Magazine

This month Swimming World asked some of America's most distinguished aquatic voices to recall the contributions of

Peter Daland.

Peter Daland, as a coach and aquatic trustee, was a pillar of American and international swimming. Harvard and Swathmore-educated Daland learned his craft from Yale's legendary Bob Kiphuth before migrating to the West Coast and building national powerhouses at the Los Angeles Aquatic Club and the University of Southern California. He is the only coach to have won all three major national team championships -- nine NCAA, 14 National AAU Men's and two National AAU Women's (LAAC). As the men's coach at USC his teams won nine NCAA championships, finishing first or second 20 times in 35 years. His athletes corralled 93 NCAA individual and relay titles ending with a 318-31-1 (91 percent) dual meet mark. His Trojans won 17 Pac-10 titles.

Of perhaps even greater importance was his influence outside the Golden State. He was the U.S. Olympic coach for women in 1964 (15 of 24 medals) and men in 1972 (26 of 45) and produced 62 Olympians. He was a member of the 1984 Olympic Organizing Committee and was the competition chairman for swimming events at the 1984 Games.

Administratively, Daland was the longtime swimming chairman for the World University Games and served as the U.S. delegate to FINA in 1991 and 1995. He also was the president of the American Swimming Coaches Association, a member of the Speedo International Advisory Coaches Board and organized clinics in 40 countries.

Coach Daland was recognized by peers throughout his career and named national coach of the year six times by various organizations. A founder and long-time board member of ASCA he received the organization's Bob Ousley Award for outstanding service (1992). He was similarly honored by the AAU and CSCAA. He resides in the ISHOF (1977) and ASCA (2002) Halls of Fame.

A gentleman and a scholar Daland was publisher of Junior Swimmer beginning in 1952 and helped found Swimming World Magazine. In 2009, with editorial assistance from Phil Whitten, he authored "The History of Olympic Swimming, Volume One: 1896-1936,"

The following are excerpts from personal perspectives, and in some cases, lengthy tributes recounting what Coach Daland meant to the authors and the sport of swimming in general.

John Leonard, Executive Director, America Swimming Coaches Association.

"Peter Daland (COACH Daland to everyone at all times, in my memory) was one of the giants in our sport. He championed the concept of a coach being involved in world class coaching, administration and decision making in all aspects of swimming from the AAU to USA Swimming to the NCAA. ASCA provides an award in his name for World Class Coaches who are similarly invested.

"While at Yale with Coach Kiphuth he began Swimming World and Junior Swimmer to promote our sport at a time when no other vehicle was around to do that. His dedication to coach education was lifelong and he began, among others, several great coaching clinics, i.e. Eastern and Central States Clinics that continue to this day.

"Coach was a mentor to every great young coach who came along and went out of his way to congratulate them on their ascension to the national scene. His conversations on swimming were legendary and frequently bordered more on "interrogations" than conversations, since he was so interested in what his subject had to say. He was stupendously well read, especially on history, geography and international relations and had friends and colleagues worldwide. Coach was a great intellect and a wonderful friend. I miss him daily. Richard Quick and Mark Schubert were his two favorite 'sons' because they did everything 'correctly' and George Block and I were his two 'problem children' that he was continually trying to bring to a 'better way of doing things.' We all owe him SO very much."

John Naber, 15x NCAA champion, 5x Olympic medalist, world recordholder

"Coach Daland was a founding father of the modern sport of swimming. His academic studies and his statistical analysis, along with the founding of Swimming World Magazine speaks volumes about his influence on the sport. My freshman year, he predicted that USC could beat a heavily favored Indiana University by one point. Final score: USC 339, Indiana 338. In addition to his mastery of the sport's statistics, he also was familiar with the personal and academic lives his swimmers led. He was always able to name the athletes' majors of study and how well they were doing in school.

"Coach Daland was a master at his craft. He knew what to say to each swimmer in order to get them to work as hard as they were capable. He had a policy of daily addressing each swimmer by name. He kept a professional distance from his swimmers, which resulted in a higher level of respect. His teams NEVER threw him into the pool after winning a National Championship.

“Most of his swimmers can recall verbatim his phrases about success in life. Some were:

'Ticky Tocky goes the clocky,'

'Lateness will not be tolerated,'

'You are one haircut away from success,'

'This team has no superstars, just squad-members.'

(continued from page 19)



“I also appreciated his wry sense of humor. When a team member climbed into the rafters during a team meeting, Coach Daland refused to acknowledge it.

Coach had a reverence for the sport’s history. Whenever an alum visited the program, swimming would halt so that Coach could make the introduction.

Mark Schubert, his successor at USC, eight-time Olympic coach and U.S. National Team Director.

“He was a tremendous team coach, uniting people for a common purpose and getting them to perform well for themselves and the group. He was a resource for me when I first got the job at Mission Viejo and later at USC. He was also a great encourager. A few words from Peter Daland like “you are doing a great job,” meant the world to me.

“He was always up on the issues. He served as the chairman of the coaches’ commission at FINA and pushed a lot of agendas and helped the United States and the swimming world in general.

“He loved and encouraged walk-ons because they contributed the most in later years. He was great in giving swimmers a chance to make the team and ran a workout for the varsity guys and one for the others. He would stick walk-ons in dual meets and they were very proud of that.”

Eddie Reese, six-time Olympic coach, is in his 38th year as men’s coach at the University of Texas. Reese won his first six NCAA titles with Daland’s USC squad coming in second thrice.

“He was a gift to the swimming world. He was first class all the time and smart about people. I learned a lot from him. His teams were always hard to beat. I stood next to him at the 1972 NCAA Championships at West Point when Frank Heckl, 1970 200 IM champion, failed to final in his event. Heckl was the typical USC athlete, you had to beat them because they never beat themselves. Peter said to him ‘Frank, you can accept this or you can go out and swim like the swimmer you are.’ That’s strong in my memory. (Heckl finished the meet with five All-American citations).

Frank Heckl, 20-time NCAA All-American, now an orthopedic surgeon in New Mexico.

“I don’t remember the conversation at all. I do remember tearing a rectus muscle in warm-up and the butterfly really hurt. We actually won the swimming competition that year but Indiana’s divers (47-0) put them over the top (390-371). Coach said ‘Isn’t it a shame diving isn’t a part of gymnastics?’ He told me I was one of the best relay swimmers USC ever had and that was really important to me. When my second child was born I considered naming her Allison Daland Heckl but my wife vetoed that. He was an impressive guy.” ■



Investigation Into

LOWER WATER TEMPERATURES

for Open Water Swim Racing

PROTOCOL

- Swim flume study
- Varying temperatures
- Core temp measurements
- Measure health parameters
- Athlete perception of cold
- Wet suites for Triathlon study
- Field Study in Canada @FINA OWS events



Final Report by: Jane Saycell, Heather Massey, Mitch Lomax & Mike Tipton

RESULTS

Results: Athlete Parameters

- Age, sex, experience had no effect on cooling
- Athlete morphology
- Athlete metabolic heat production
- Most vulnerable:
 - Least sub-cutaneous fat
 - Largest surface area (tall)
 - Poor Fitness

Results Athlete Perception

- Unreliable awareness of how cold they were
- Perception of cold linked with skin rather than core temperature

Results - Performance

- Not significantly affected by water temp
- Some slowed before stopping due to cold
- In race situations, where swimmers are motivated to continue despite cold, performance will be affected

Results Cold Shock

Initial body response to cold water:

- Rise in heart rate
- Alterations in breathing patterns
- Unconsciousness
- Same with and without wet suits
- Results Continued Cooling
- Lowest core body temperatures recorded
- Following the swim up to 60 minutes

RECOMMENDATIONS

Recommendation 1

- Cold water habituation for races <20C
- Briefly expose JUST before race start to decrease cold shock response

Recommendation 2

- All coaches/FINA race support delegates should be aware of the signs of swim failure and possibility of rapid deterioration:
 - upright posture
 - shorter Stroke length
 - faster stroke rate
 - then slower stroke rate

Recommendation 3

- After race care of swimmers:
 - Warm shelter + warm drinks
 - Supervision of temperature + health status
 - Hot tubs or baths
 - NO HOT SHOWERS
 - Observation for 60 minutes

Recommendation 4

- Lower limit water temperature = 16°C
- 18-20°C wet suit optional
- <18°C
 - Wet suit (with arms)
 - At least 1 bathing cap

Final Statement

"because swim failure in cold water is multi factorial and there is wide variability in the response rate of individuals to cold water immersion, having low water temperature limits does not remove the obligation for race organisers to have comprehensive + vigilant safety process in place"



through June, 2016
By John Leonard

(The ASCA Board has asked that I summarize regularly, the issues (and ASCA Actions) involved, in Advocacy. I work on Advocacy daily. The job: Protect and improve the environment in which we all work as coaches.)

As many of you are well aware, there have been major disruptions in the Olympic Swimming World and the world of Olympic Sports in general since the middle of 2015. ASCA has weighed in on all of them, to a greater or lesser extent.

Below, a short survey of the issues, and even shorter, review of ASCA work on the topic.

1. Organization Corruption at the Highest Levels.

Speaking here of FIFA, of course. More than 16 high level leaders indicted for criminal activity, specifically centered on bribes and related means to secure sites for various Soccer tournament locations. Complete and utter disruption of the world's most popular sport. The issue for swimming is that all the "Lausanne sports" organizations listen to, report to, and take their lead from the IOC. While the IOC today talks a tough game of anti-corruption, their DNA (and all of history) include exactly the same sorts of things going on with sites for the Olympic Games. Anyone foolish enough to think that all the International Federations don't discuss over expensive dinners how to do business to their best benefit, needs to join the real world. How does FINA consistently chose sites for Championships and World Cups in places where the sport of swimming is largely unknown and uncared about? Follow the money. The question is, where does that money wind up? Since under Swiss Law, the IF's have no requirement to submit audited statements of funds to the Swiss Government, any "audits" that they do undertake, study only what the IF's ASK THEM to study. Easy enough to circumvent that simple-minded ploy. There is a reason that the IF's primarily locate in Switzerland and Monte Carlo. The laws are Very favorable to those who wish corruption. Lots of questions for FINA that are never answered. The Rome World Championships financial fiasco comes immediately to mind.....as well as all those other more oddly placed events.

2. The Russian/and IAAF Doping Scandal.

Mr. Richard Pound led the World Anti-Doping Independent investigation of the ARD (German TV) story that proved total anti-doping corruption in Russian Track and Field and implied the same in all other Russian Sports. The Independent Committee report confirmed 100% of what as accused and found much, much more. The RUSADA (Russian Anti-Doping Agency) not only SUPPLIED the drugs to the athletes, they then extorted those same athletes so they would not "test positive". The investigation showed total and complete corruption at every level of the process from sample collection to the actual lab bench testing, to the assignment of penalties, etc. 320 pages of startling revelations of STATE RUN DOPING.

Russian Track and Field Suspended. Samples dumped in the sink. Not only in Russia, but in other labs (Swiss) as well.

ASCA/WSCA in January of 2014, warned FINA DIRECTLY of the coming news and recommended NOT using the Moscow lab for the world championship testing at World Champs, and shipping tests elsewhere. The FINA Executive Director responded with his complete confidence in all that RUSADA does and did nothing. When EVERYTHING ASCA/WSCA told him came true, FINA belatedly said in effect. "oops". So drug testing from the world champs in 2015 might as well never have happened.

Another instance of FINA getting it 100% and more, WRONG. And protecting dopers at the expense of clean athletes.

3. THE IAAF's Role.

Part of ARD's documentary focused on the corruption at the IAAF that overlooked the cheating in RUSADA and Russia. Officials in the International Federation were equally corrupt in protecting the dopers in their sport. The potential parallel with FINA, is unavoidable. And in the case of FINA, the evidence of being soft on doping begins with a dozen incidents of "not caring enough to pursue" doping issues and ends with the Executive Director stating to the press that "we can't hold a few doping mistakes against the stars of our sport."

Of course not, FINA only gave its "sacred word" to abide by the WADA code which it has repeatedly violated. Expect an IF to keep its word? Dream on.

ASCA/WSCA has repeatedly recommended the idea below to WADA and FINA, which now has actually come from the IOC.

4. DOPING TESTING TO BE ENTIRELY RUN BY WADA.

So far, this is conceptual only. Key issue to be resolved is "how to pay for it". First blush answer, increased governmental funding for WADA and each international federation turning over the funds that it uses "today" to do testing, to WADA to help pay for it.

The Problem is: The international federations are responsible for building and promoting their sport. Catching your sport stars cheating does not help in this. Thus, they have a vested interest in not catching ANY-ONE.

The Solution is: Isolate the testing and the punishment from the International federations, thus putting space between the "Fox" and the "hen house". Have WADA take it over.

This proposal has met with very substantial support, and while it has some problems of its own, it is our best option at this time.

Finally, several proposals have the international Court of the Arbitration of Sports (CAS) taking over the punishment phase for all sports, to add

Fairness between sports and again, put space between IF's and the hen house. Interesting new idea. One major issue..historically, the CAS has been extremely lenient on dopers!

5. World Swimming Association

We proceed ahead to build a constitution to build the best possible international federation. Constitutional Convention, Sept. 2017 in Washington, DC. Concepts are: Athlete Centered, Transparent in all decision making, Incorporate separate bodies of expertise (Athletes Organization, Open Water Association, etc.) in the body, to run their own affairs, and PROFESSIONALLY DIRECTED.

Open water appears to have concensus support among WSA interested parties. Constitution is on-line (<http://www.worldswimming.org/constitution-full/>) and will be updated with proposed clauses every few months.

Respectfully Submitted: John Leonard



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Central Ohio SwimAmerica, Westerville, OH

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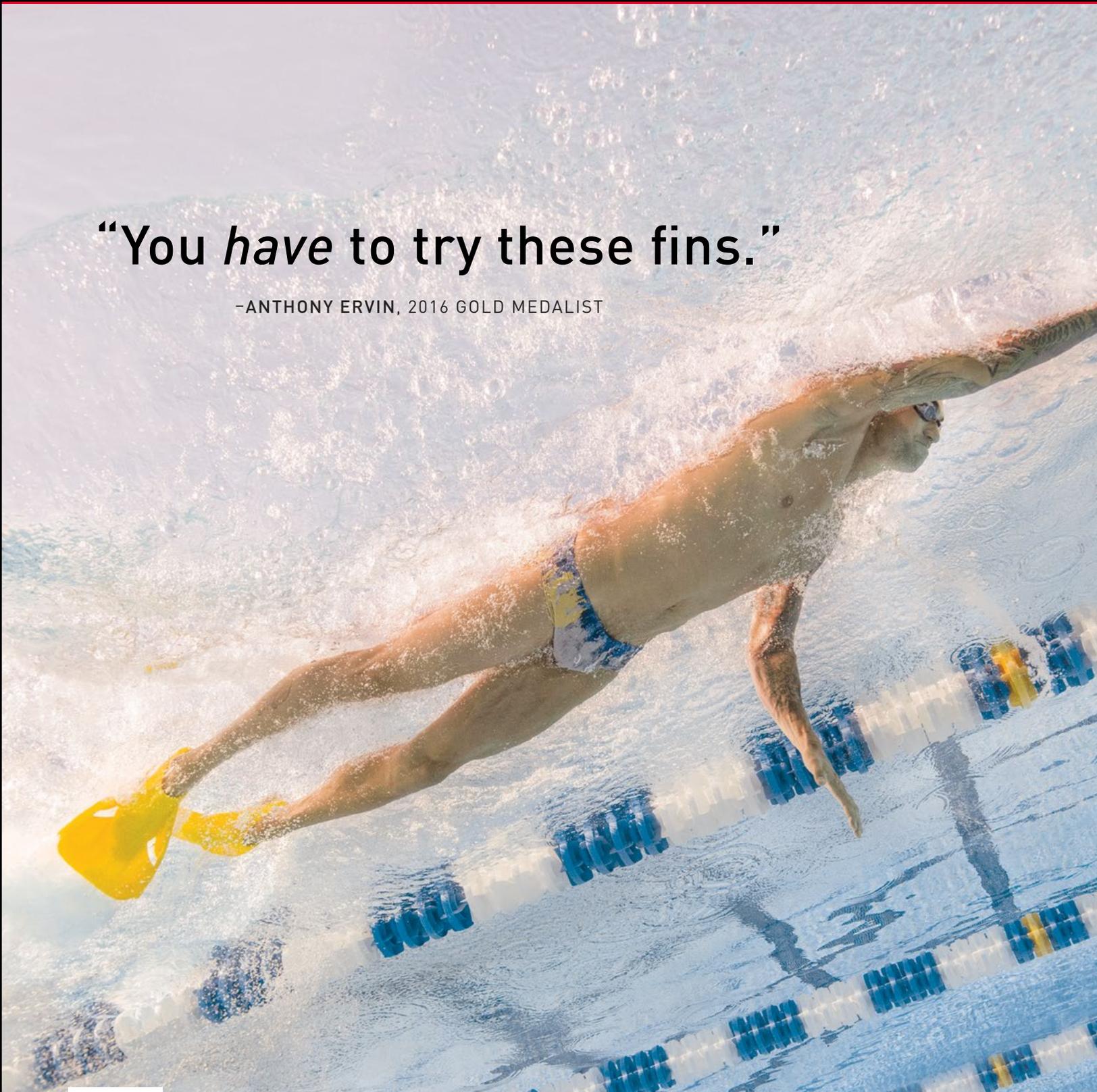
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March 31, April 1-2

Fort Worth, TX

speakers:

John Leonard, ASCA
Jim Richardson, Wolverines Swim Camps
Mike Koleber, Head Coach Nitro Swimming
Allison Brol, Head Age Group Coach Nitro Swimming
Randy Teeters, Head Senior Coach Nitro Swimming
Coach Derek Howorth, Head Coach San Antonio - AAAA



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Portland, OR

speakers:

John Leonard, ASCA
Bret Lundgaard, University of Tennessee
Assistant Coach
Coach of 2016 Olympian Molly Hanis



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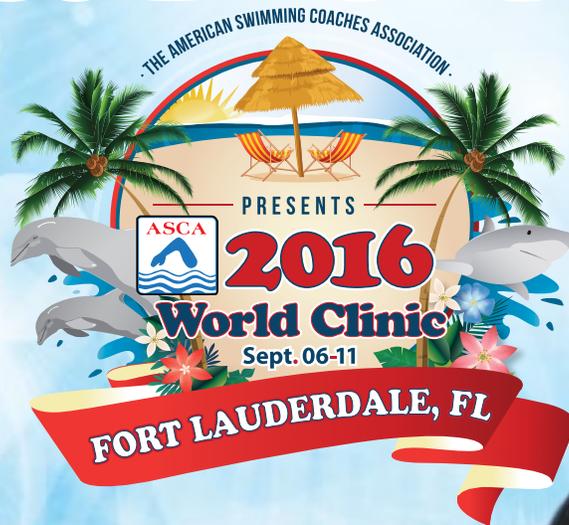
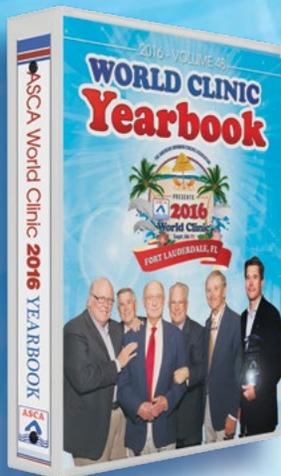
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2017

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Clinic Schedule:

Friday - March 31

8:00 AM - 4:00 PM ASCA Level 3 Physiology School Coach John Leonard

Saturday - April 1

8:30 - 9:30 AM Mindset, Grit and the Neurology of Success Coach Jim Richardson

9:45 - 10:45 AM Sustained Energy - Raising the Bar of Your Program Every Day Coach Mike Koleber

11:00 - 12 Noon Aerobic Training Color Charts...Correlating with Performance Coach Jim Richardson

12 Noon - 2:00 PM Lunch Break

2:00 - 3:00 PM Parents - Friend or Foe? Your Choice Coach Randy Teeters & Coach Allison Brol

3:15 - 4:15 PM Boomer Balance and Techniques from the Olympians Coach Jim Richardson

4:30 - 5:30 PM Breaking Down an Age Group Practice - The Details Coach Randy Teeters & Coach Allison Brol

5:30 - 6:00 PM Audience questions for speakers.

Sunday - April 2

8:00 - 9:00 AM How to Sell Hard Work to Your Team Coach John Leonard

9:15 - 10:15 AM Swim Meets - Your Approach to Them...Getting Off the Best Times Roller Coaster Coach Randy Teeters & Coach Allison Brol

10:30 - 11:30 AM Topics in High School Coaching Coach Derek Howorth

11:30 - 12 Noon Audience questions for speakers.

Clinic Site:

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2800 S. University Drive
Fort Worth, TX 76129

Level 3 on March 31st
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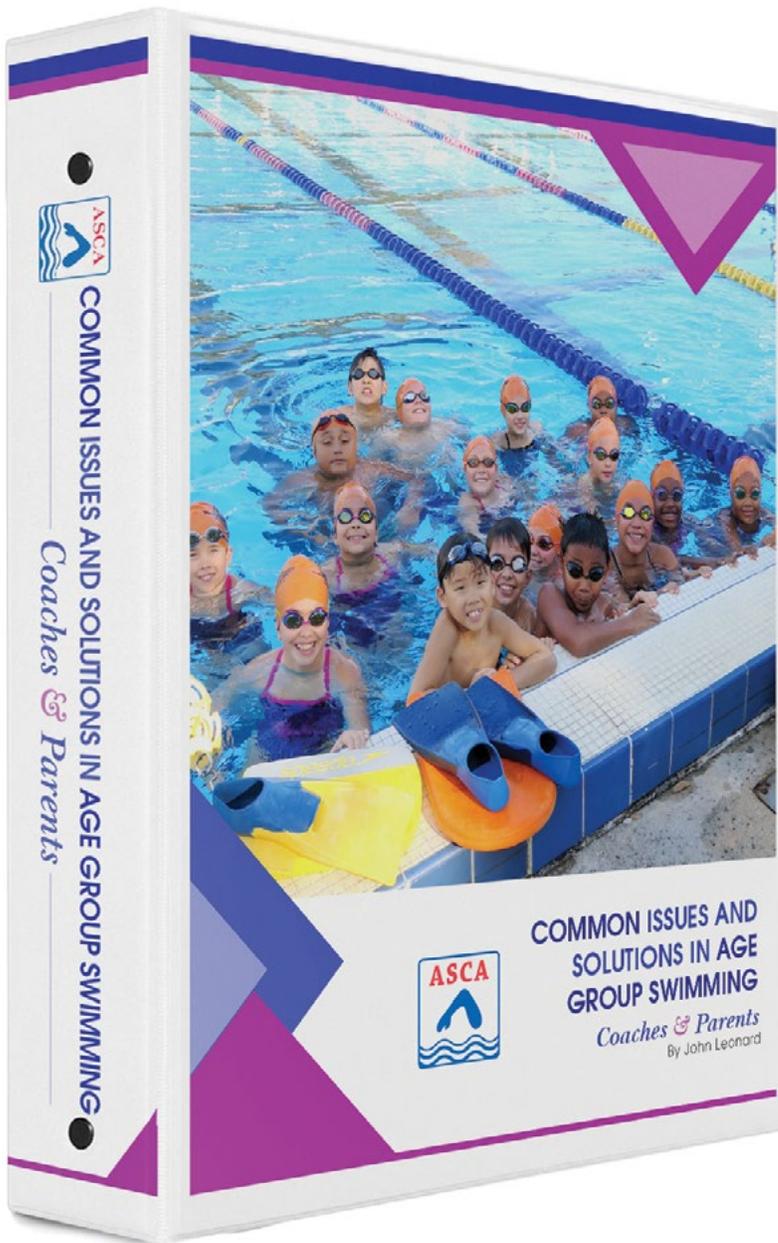
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Practical Coaching & Parenting Advice

Addressing the Challenging Situations in Age Group Coaching and in Being the Parent of an Age Group Swimmer.

This exciting new book by Age Group Coach and ASCA Executive Director John Leonard comes from 30 years of advice provided to coaches across the world. It addresses the “real world questions” that age group coaching have to deal with daily.

Written as a collection of essay-length responses to major issues, *Common Issues and Solutions in Age Group Swimming Coaches & Parents* provides educational material to age group parents, and the articles for coaches provide great starting points for staff discussions on handling these issues within your own team.

The parent section provides answers from someone outside your staff that will convey age group wisdom of the ages (likely the exact same thing you would say, but with a different voice providing the input, it’s sometimes “heard better.”)

Getting age group coaches off to a great start on their careers is one of the cornerstones of the American Swimming Coaches Association and this publication contributes to that goal.

Available now for only \$19.95 through the ASCA store at swimmingcoach.org/shop/ or by using the mail-in order form below.

MAIL TO: THE AMERICAN SWIMMING COACHES ASSOCIATION. 5101 NW 21st Ave, Suite 530, Fort Lauderdale, FL 33309
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REQUIRED CERTIFICATION SCHOOLS

In the following list, we explain content and intent of each of the five courses

LEVEL 1: FOUNDATIONS OF COACHING



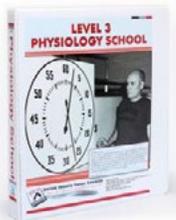
The Foundations of Coaching course is designed to increase your knowledge and teaching skills to help you become a better coach. Inside you will find: Interviews with some of the top coaches in the U.S.; Coaching advice and stroke drills; Technical instruction and information. Guidance on developing young athletes. The 2014 revision is currently available in two forms: a home study course, which can be completed "via notebook" on paper, or the preferred method, the video-based online course. When ordering, please be sure that you carefully choose which version you'd like: Online OR Book version **the Cost for the Course is \$25.00 (Video Based \$37.00)**

LEVEL 2: STROKE SCHOOL



The Level 2: Stroke School is the most popular course in ASCA's history. Over 14,000 coaches have taken the Level 2 Stroke School since 1986. The purpose of the Stroke School is to give the coach practical, useful tools to construct and to a lesser extent correct swimming strokes. This manual is a practical text for teaching. We do just enough science to give you the necessary foundation and then move on to the things that are helpful to you on deck every day. This is the *NEW* 5th edition by John Leonard. Designed to help coaches in the teaching and correction of swimming strokes. The 2013 revision is currently available in two forms: a home study course, which can be completed "via notebook" on paper, or the preferred method, the video-based online course. When ordering, please be sure that you carefully choose which version you'd like: Online OR Book version **The cost for this course ONLY \$45.00 (Video Based \$47.00)**

LEVEL 3: PHYSIOLOGY SCHOOL



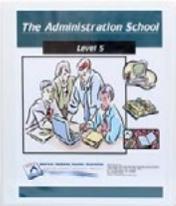
The Physiology School is the third of ASCA's five certification courses. Level 3 offers a review of how the body can react and adapt to training, as well as serving as a resource for developing on knowledge on training structure. The course gives practical knowledge on how to develop a long- and short-term training plan, and how to incorporate progressions to bring-about improvements. The Physiology School is written in a simple, coach-oriented style, and comes in a loose-leaf format for you to add articles of interest. It begins with a review of the interaction of various physical and mental systems, continues with the scientific background for training, descriptions of training methodologies and terms, and then proceeds to discuss the planning of training for both new, developmental swimmers and accomplished swimmers of all ages, up to and including Senior and Masters Swimmers. **The cost for this course ONLY \$45.00 (Video Based version \$57.00)**

LEVEL 4: LEADERSHIP SCHOOL



The Leadership School is the fourth of ASCA's five certification courses. One can argue that effective coaching is *all* about effective leadership, and, therefore, Level 4 is a course to take *early* in your coaching career. Leaders are not born, they are made. This course can help make them. Developed from our highly successful clinic course, the Leadership School manual teaches specific skills and steps that you need to master to lead children, or other adults, effectively. The school helps coaches understand the agencies and organizations that administratively run the world of swimming. As each swimming organization is presented, suggestions on how individual coaches can be involved are also provided. The leadership function is then represented in sections that provide education on the skills, abilities and methodology important in making presentations of all sorts, including written and oral styles. The Leadership School also contains a review of modern leadership literature, a section on personal goals, and 50 great sales ideas to help you coach better. **The cost for this course ONLY \$50.00**

LEVEL 5: ADMINISTRATION SCHOOL



The Administration School is the fifth of ASCA's five certification courses. For the coach who is, or aspires to be, the head coach of any organization (high school, college, YMCA, club, etc.); Level 5 covers every topic, among them: budgeting; communications; fundraising; team entries; hosting meets; and working successfully with assistant coaches, volunteers and boards of directors. Frequently described as the area coaches are "weak" in their job, this course is designed to give new head coaches a tutorial on how to deal with administrative tasks--before they become "administrative issues". There are sections devoted to the special needs of high school and college coaches. While not about the "fun" parts of coaching, the Administration School is about the parts that allow a coach to get, keep and prosper in a good job. We recommend that the wise coach take this course *long* before they expect to "need it". Having this information will help you *get* the job you're dreaming about. **The cost for this course ONLY \$50.00**

2 Convenient Ways to Order

ONLINE store at www.Swimmingcoach.org

CALL our office toll-free at +1-(800)-365-2722, where one of our friendly ASCA customer support members will be happy to assist you with your order.

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The Advanced Breaststroke Clinic provides an in-depth experience to the coach looking to master the stroke in all its aspects. It is suitable for coaches of all ages and breaststroke expertise. Don't miss this opportunity to learn from one of the most successful breaststroke coaches in the world today!

Guest Speakers:



COACH BRET LUNDGAARD
University of Tennessee, Assistant Coach

Bret Lundgaard is in his fifth season as an assistant coach for the Tennessee men's and women's swimming and diving program. He works primarily with the breaststrokers and butterflyers, as well as, the middle distance groups. He has influenced the development of many of the Tennessee breaststrokers including: Molly Hannis (2016 US Olympian - 200 Breast), Peter John Stevens (2016 NCAA Runner up), and Brad Craig (US National Team). Lundgaard also serves as the Volunteers' recruiting coordinator and camp director.



COACH JOHN LEONARD, ASCA Executive Director

The leader of the American Swimming Coaches Association for 30 years, and one of the best known names in the world of swimming today. Still an active coach with his coach-owned "SWIMFAST" swim team in South Florida, Leonard as much as anyone has the credentials to speak on effective leadership and swim meet coaching. Involved in every aspect of swimming from learn-to-swim to international competition, Leonard was gifted with the ASCA Coaches Hall of Fame Award by his Board in 2015.

Clinic Schedule:

FRIDAY

8:00 AM - 5:00 PM ASCA Level 3 Physiology School
Coach John Leonard
with Lunch Break

This course is for all ages and abilities.

SATURDAY

ASCA's Advanced Breaststroke School
8:00 AM On-Site Registration

8:00 - 9:30 AM The History of Breaststroke
(A Video Presentation)
Coach John Leonard, ASCA

9:50 AM - 12:00 PM Breaststroke Technique
Coach Bret Lundgaard,
(Coach of 2016 Olympian - Molly Hannis)

12:00 - 1:30 PM Lunch Break

1:30 - 3:30 PM Breaststroke Training
Coach Bret Lundgaard

3:45 - 4:45 PM Teaching Breaststroke to Young Children
Coach John Leonard

Clinic Location:

Marriott Portland Downtown Waterfront - Room Rate \$169.00
1401 SW Naito Parkway, Portland, OR 97201 | 1-877-901-6632

In order to book a hotel room for an overnight stay, CALL 1-877-901-6632 OR go online to: <https://aws.passkey.com/go/swimcoaches>. Reference American Swimming Coaches Association to get our special rates.

SwimAmerica Training Session For Program Directors*
Thursday - 5:00 - 9:00 PM | Coach John Leonard, ASCA

*Contact Julie Nitti to Register: 1 (800) 356-2722

2017 Advanced Breaststroke Clinic

\$70.00: Friday Only \$99.00: Saturday Only \$140.00: BOTH DAYS

\$120.00: BOTH DAYS IF REGISTERED BEFORE FEB. 1, 2017

Current ASCA Member? Y / N Add New Membership - \$40 Introductory Rate



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5101 NW 21st Ave, Suite 530
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