

ASCA NEWSLETTER

American Swimming Coaches Association

Leadership • Education • Certification

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DAVE DURDEN
Congratulations on joining this select group of coaches!



Ryan Murphy – Olympics			Nathan Adrian – Olympics		
100 BA	51.85	WR	50 FR	21.49	Bronze
100 BA	51.97	Gold	100 FR	47.85	Bronze
200 BA	1:53.64	Gold	400 F.R.	3:09.92	Gold
400 M.R.	3:27.95	Gold	400 M.R.	3:27.95	Gold
Josh Prenot – Olympics			Anthony Ervin – Olympics		
200 BR	2:07.53	Silver	50 FR	21.40	Gold

(continued on page 3)

ASCA NEWSLETTER

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2016 ASCA

COACH OF THE YEAR

FINALISTS



Coach Bob Bowman

Michael Phelps – Olympic Games

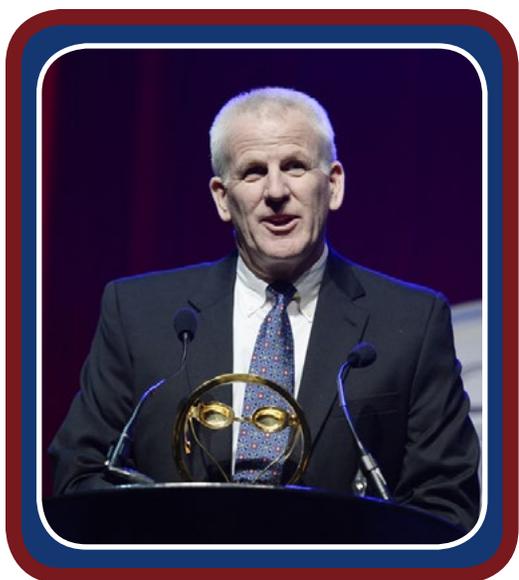
200 IM	1:54.66	Gold	400 F.R.	3:09.92	Gold
200 Fly	1:53.36	Gold	800 F.R.	7:00.66	Gold
100 Fly	51.14	Silver	400 M.R.	3:27.95	Gold

Chase Kalisz – Olympic Games

400 IM	4:06.275	Silver
--------	----------	--------

Allison Schmitt – Olympic Games

800 F.R.	7:43.03	Gold
----------	---------	------



Coach Bruce Gemmell

Katie Ledecky – Olympics

400 FR	3:56.346	Gold / WR
800 FR	8:04.79	Gold / WR
200 FR	1:53.73	Gold
800 F.R.	7:43.03	Gold
400 F.R.	3:31.89	Silver

(continued on page 5)



Coach Ray Looze

Lilly King – Olympics

100 BR 1:04.93 Gold

400 M.R. 3:53.13 Gold

Cody Miller – Olympics

100 BR 58.87 Bronze / AR

400 M.R. 3:27.95 Gold



Coach David Marsh

Anthony Ervin – Olympics

50 FR 21.40 Gold

Ryan Lochte – Olympics

800 F.R. 7:00.66 Gold

Kathleen Baker – Olympics

100 BA 58.75 Silver

400 M.R. 3:53.13 Gold

Katie Meili – Olympics

100 BR 1:05.67 Bronze



Coach Greg Meehan

Simone Manuel – Olympics

100 FR 52.70 Gold

50 FR 24.09 Silver

400 M.R. 3:53.13 Gold

400 F.R. 3:31.89 Silver

Maya DiRado – Olympics

200 BA 2:05.99 Gold

400 IM 4:31.15 Silver

200 IM 2:08.79 Bronze



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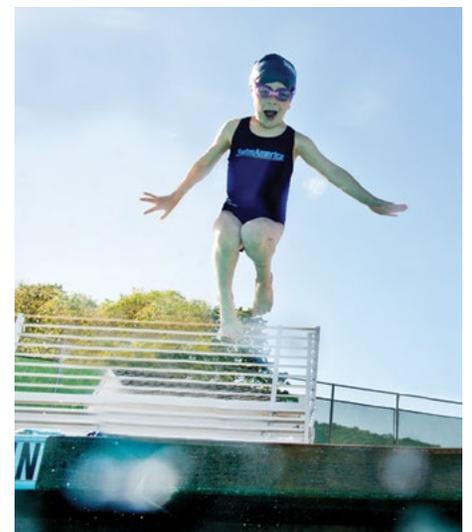
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2016 Winner

Coach Sherwood Watts, Sarasota YMCA Sharks

- 13th ranked club in the USA-S Virtual Club Champs
- 27 ranked swimmers in the current USA-S Top 20
- Raised in Sarasota, FL
- Coaching 39 years – 31 with the Sarasota Y Sharks
- 10x Florida Swimming Age Group Coach of the Year





2016 Finalists



Coach Chris Davis, Jr. *Swim Atlanta*

- 6th ranked club in the USA-S Virtual Club Champs
- 21 rankings in the current USA-S Top 20
- 1 National Age Group Champion
- 1 State Record Breaker and 3 High Point Winners



Coach Carle Fierro *Westchester Aquatic Club*

- 24th ranked club in the USA-S Virtual Club Champs
- 44 swims ranked in the current USA-S Top 20
- 32 years coaching since 1984
- 5 National Age Group records since 2010 and 92 Metro LSC records



Coach Nicole Harmon *The Fish*

- 51st ranked club in the USA-S Virtual Club Champs
- 59 swims ranked in the USA-S Top 20 rankings
- 5th year Coaching and 19th in the sport
- 2x Potomac Valley Swimming Zones Coach



Coach Megan Hurless

Ohio State Swim Club

- 30th ranked club in the USA-S Virtual Club Champs
- 29 rankings in the current USA-S Top 20 rankings
- 12 years as an age group coach
- 3 NAG Relay records in 2016



Coach Florian Rudolph

Nitro Swimming

- 9th ranked club in the USA-S Virtual Club Champs
- 10 rankings in the current USA-S Top 20
- 8 years as an age group coach
- 2014 South Texas Age Group Coach of the Year



Coach David Schreck

Nova of Virginia Aquatics

- 5th ranked club in the USA-S Virtual Club Champs
- 28 swims in the current USA-S Top 20 rankings
- 31 years coaching, married 23 and father of 3
- 5x Virginia Swimming Age Group Coach of the Year



Coach Brent St. Pierre

Raleigh Swimming Association

- Ranked 53rd in the USA-S Virtual Club Champs
- 17 rankings in the current USA-S Top 20
- 4x Virginia Senior Coach of the Year
- Lead Coach of USA Olympic Gold Medalist Townley Haas in 2011-2012 records



Coach Doug Warham

Nashville Aquatic Club

- 39th ranked club in the USA-S Virtual Club Champs
- 22 club swims ranked in the current USA-S Top 20
- 11 years coaching
- Coached the youngest swimmer at the 2016 Trials
- Coached 2 Junior Pan Pac Silver Medalists



Coach Patrick Wickering

Club Wolverine

- 23rd ranked club in the USA-S Virtual Club Champs
- 38 club rankings in the current USA-S Top 20
- Set 38 club and 8 new State records in 2016
- 5 NCSA, 14 Sectional, and 27 zone qualifiers in 2016

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Arkady Vyatchanin

2 x Olympic Medalist, Serbian National Record Holder.



Thiago Pereira

Olympic Silver Medalist, National Record Holder, Former World Record Holder, Brazil, World Champion.



Shaune Fraser

3 x Olympian, National Record Holder, Pan American Champion, Cayman Islands.



Brett Fraser

2 x Olympian, National Record Holder, Pan American Champion, Cayman Islands.

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Stats Overview

- Mike Unger, USA Swimming

- 26 first time Olympic medalist
- The U.S. won 50% of the gold medals possible in swimming (16 of 32)
- The U.S. had a finalist in 25 of 26 individual events
- The U.S. had two finalist in 20 of 26 individual events
- 3 World Records broken by the U.S. (Katie Ledecky 400, 800 Free and Ryan Murphy 100 Back)
- 7 American Records broken
 1. Ryan Murphy 100 Backstroke
 2. Cody Miller 100 Breaststroke
 3. Connor Jaeger 1500 Freestyle
 4. Simone Manuel 100 Freestyle
 5. Katie Ledecky 400 Freestyle
 6. Katie Ledecky 800 Freestyle
 7. Simone Manuel, Abbey Weitzeil, Dana Vollmer, Katie Ledecky 4x100 Freestyle
- 35 years 2 months, 17 days Anthony Ervin becomes oldest swimmer to win a gold medal in an individual event (50 Freestyle)
- 34.8% USA Swimming won 16 of 46 total Team USA gold medals
- 27.3% USA Swimming won 33 of 121 total Team USA medals.
- If USA Swimming was it's own country it would have finished 8th amongst all countries in total medals won. (7th was JPN and 9th was Australia)
- 33 medals won of 62 opportunities 53% conversion rate

The USA did not win a medal in 3 events...

W 200 Breast (no finalist)
M 400 Free (4th and 5th place)
W 200 Fly (4th and 7th place)

Medal Milestones

- The women's 4x100 Medley relay earned Team USA 1,000 gold medal in the Summer Olympics since their inception in 1896
- The men won their 300 swimming medal at these games (ended the games with 314 all time)
- The women won the 100 swimming gold medal at these games (ended the games with 103 all time)
- The team won their 550 swimming medal at these games (ended the games with 553 all time)

Interesting point here...

12 of the 33 medals were won by a small margin. If our athletes had been slightly slower, that would have made a huge difference.

In those 12 events, if the USA swimmers had been 2.51 seconds slower (collectively), the medal count would have been 21 (not 33).

They are:



M 50 Free	.20 (would have dropped Nathan from 3rd to 4th)
M 100 Free	.04 (would have dropped Nathan from 3rd to 4th) ***
M 200 Free	.27 (would have dropped Conor from 3rd to 4th)
M 100 Back	.04 (would have dropped Plummer from 3rd to 4th) ***
M 200 Breast	.26 (would have dropped Prenot from 2nd to 4th)
M 100 Fly	.01 (would have dropped MP from T2nd to 4th) ***
M 200 Fly	.71 (would have dropped MP from 1st to 4th)



W 50 Free	.05 (would have dropped Simone from 2nd to 4th) ***
W 100 Free	.35 (would have dropped Simone from 1st to 4th)
W 400 Free	.46 (would have dropped Leah Smith from 3rd to 4th)
W 100 Back	.02 (would have dropped Kathleen from 2nd to 4th) ***
W 100 Fly	.10 (would have dropped Dana from 3rd to 4th) ***

*** The combined margin was 0.26!!!

In the 6 events above marked with ***
From 33 to 27 medals
the combined margin was 0.26!!!

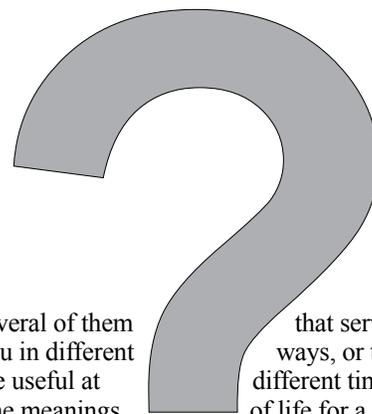


Thanks to Mike Unger, USA Swimming



WHAT IS THE MEANING OF LIFE

(AND WHY DO PEOPLE KEEP ASKING)



Posted on July 18, 2013 in ask berkun, *Philosophy*

I've yet to hear my dog ask about the meaning of life as he seems pretty damn satisfied with existence. You could conclude that we're better off not even asking about meaning. Kids don't ask it, at least not with the same angst adults do. There is mild merit to the phrase ignorance is bliss, as ignorance comes in both pleasant and painful forms. If yours is the former, and you don't fear boredom, you can float with contentment along the surface of existence never exploring what lurks beneath. There's a Zen proverb that says "Before enlightenment, chop wood, carry water. After enlightenment, chop wood, carry water" and I consider this saying often. No matter how much you understand or don't about your life, you still have to do the living.

Most of living involves simple tasks. The answer to the question might just be there is no meaning other than living life for its simple pleasures and responsibilities, and modern life is filled with people who need kindness, and skills that can be learned and put to benevolent use. To make use of enlightenment still requires putting that enlightenment into action. The people who ask the question most often are those who have a life successful enough to be beyond struggling to survive. You don't hear this question much from people in need of work, scavenging for food, or running for their lives every few minutes. Most living things in the history of the planet never bothered to need to ask this question in part because they were too busy trying to stay alive to have a need to occupy their minds with a supremely abstract question. Kafka (possibly) wrote "the meaning of life is that it ends" which I love. Our choices matter because they are finite. The time I spent writing this post was time I will never get back and eventually I will die. That time is gone from me forever. Even if no one reads this post, or I decide later I hate it, it still has meaning to me because it's where I chose to put part of

my life. How I prioritize my time defines what my life means, or doesn't. This is pragmatic meaning. Meaning is not an ideal or platitude but something that I manifest in actions I take, or don't take. In other words, the meaning of life is who you talked to, who you loved, who you helped, who you hurt, what you built, what you destroyed, and on it goes. Camus wrote "Don't wait for the last judgement, it takes places every day".

Socrates said "the life that is unexamined is not worth living" which appeals to me. However I think it'd be worth living unexamined, as my dog's daily life, or a weekend in Hawaii, are proof of the joys of hedonism, it's just that the examined life offers many superior pleasures. Unwavering hedonism loses its meaning as we need contrasting experiences to fully realize what we have. No meal is better than one after a fast.

Following Socrates lead, the fundamental flaw in the question is that it's asked in the singular. As if there was one meaning, written on a sacred mountain, visible only with a special magic spell, and all we need to do find the secret map, cast the spell, and reveal the meaning for 6 billion people as if it were a crackerjack prize. It's an absurd premise. There are an infinite number of meanings to life. You can have

Albert Camus wrote –

“Don't wait for the last judgment, it takes place every day”

several of them you in different are useful at The meanings year old boy, is for a 27 year and on it through many during life

who have fulfilling lives take ownership of the process of shedding old meanings and cultivating new ones. Once you ask "what are the meanings of life?" seeking multiple answers instead of singular, doors open. It's easy to see that different people find different meanings, and that you have to do the legwork of trying different ones out, or even crafting meanings of your own based on what you learn from others and your own experience with what has meaning for you.

The reason people keep asking the question is it's a cliché. It's the most well known phrase for attempting a philosophical discussion with someone. Most people, even when discussing philosophy, stay in the abstract, and shy of sharing their own personal meanings, which contributes to the frequency of the question. We ridicule people who ramble about meaning as navel gazers, but the mistake is merely being shy of the personal and the specific. It's always fascinating to hear how people translate meaning into the actions of their daily lives, as generally we fail at the process, distracted by shiny objects, status symbols, fears and entertainments. We so rarely share our personal struggles with the inconsistencies of our beliefs and behaviors, but it's in those conversations the meanings we seek can always be found.

The Meaning of Life

Our choices matter because they are finite. How I prioritize my time defines what my life means. In other words, the meaning of life is who you talked to, who you loved, who you helped, who you hurt, what you built, what you destroyed, and on it goes. ■

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The **5** Most Important Characteristics Of Great Teams,

According to Science

from inc.com

In all aspects of our life, teamwork plays a vital role. Whether we're on a field or in the boardroom, we engage with and depend on others to accomplish virtually every task. Because we depend so heavily on teams, we don't want to leave it to chance to construct and manage them.

Fortunately for us, researchers and entrepreneurs Rich Karlgaard and Michael S. Malone distill the process of creating the highest performing teams in their best-selling book, *Team Genius: The New Science of High Performing Teams*.

Here are five of the most important factors for high-performing teams, along with some unusual findings that may contradict your previous assumptions about successful-team building.

1. SELF-AWARENESS AT THE TEAM LEVEL. ○

While teams consist of individuals, a cohesive team is in fact a stand-alone, unified structure. The book presents a list of 20 questions that a leader should answer when assembling a team. Huffington Post writer Vanessa Van Edwards boils down the 20 questions to five "power questions:"

- ❖ Are you in the right team in the right moment?
- ❖ Can your team stay ahead of the changes in your industry?
- ❖ Are your teams the right size for the job?
- ❖ Do you have the right people in the right positions on your team?
- ❖ Is your team prepared for a crisis, disruption, or change in leadership?

TALENT
WINS GAMES BUT
TEAMWORK
WINS
CHAMPIONSHIPS
~MICHAEL JORDAN.~

2. THE RIGHT NUMBER.

The ideal number of team members is two.

"Pairs are the simplest and most stable bond in chemistry and in life. Humans form pairs in love and marriage and as friends. Adding a third person to a pair often complicates matters, and some trios can be explosive," says Karlgaard.

There are four main categories of team pairings:

- ❖ Occasion pairs come together for a specific project. They band and disband quickly. They don't always like each other but they need each other.
- ❖ Similarity pairs are often ideally paired and work together in complete harmony. They can become too interdependent on each other.
- ❖ Difference pairs consist of partners that compliment each other's strengths and weaknesses. They are opposites attracting.
- ❖ Inequality pairs include leader/follower or mentor/protege pairings. There is always an imbalance among the partners.

For medium-sized teams, five-nine members is the optimal number for building closeness. For larger groups, 11-18 team members is the maximum number of people someone can trust. For much larger teams, 150 and 1,500 are magic numbers.

4. TEAM CHEMISTRY.

Chemistry is indisputable. It can never be forced or fabricated. If it's there, we can't deny it. If it's not there, we can't make it manifest. This applies to our personal relationships as well as team dynamics.

When team members have good chemistry, their brains produce more Oxytocin, which is the hormone that helps us feel more connected to other people. Greater levels of Oxytocin produce more pleasure, deeper trust, and stronger intimacy. Team members that have strong chemistry are deeply unified in their common purpose.

3. STRONG COMMUNICATION.

Alex Pentland, director of MIT's Human Dynamics Lab, found in his research that there are three aspects of communication that affect team performance:

- ❖ **Energy:** the number and the nature of exchanges among team members.

Pentland's research concluded that 35 percent of the variation in a team's performance can be accounted for simply by the number of face-to-face exchanges among team members.

- ❖ **Engagement:** the distribution of energy among team members. The more evenly-distributed the engagement among team members, the stronger the team.
- ❖ **Exploration:** communication that members engage in outside their team.

Higher-performing teams seek more outside engagement.

5. COGNITIVE DIVERSITY.

The highest-performing teams consist of people who think differently, who approach problems from different perspectives, and who have varying levels of risk tolerance.

Left-brain thinkers are logical and analytical; right-brain thinkers are creative and intuitive. When you're building a team, choose "a whole-brain team" with an equal distribution of left-brain and right-brain thinkers.

These five factors are proven to yield powerful teams that can be 40 percent more likely to create a successful breakthrough.

Best of luck in assembling or reconfiguring your next teams.

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Super Families:

Secrets of Raising Successful Children

Nine families raised children who all went on to extraordinary success. Here's what they have in common

From Time Magazine

Every night for 20 years, Gino Rodriguez knelt beside his three daughters' beds and whispered an incantation. As rats the size of footballs skittered along the floor of the basement apartment on the South Side of Chicago, he repeated the same five words into each girl's ear as she slept: "I can and I will." The message was always the same, and the audience was always asleep. "You talk to the subconscious. You don't talk to the conscious," Rodriguez says. "That's the one that really listens."

The girls slept "hot-dog style," cocooned in tightly wrapped sheets to keep out the vermin. They occasionally woke up during their father's nightly pep talks, rolled their eyes and then went back to sleep. But each morning, they did a series of jumping jacks, looked in the mirror and said, "Today is going to be a great day. I can and I will."

Not all days were great—the family moved from the rat-infested apartment only after a woman was murdered in front of their home. But the three daughters of Puerto Rican parents were kept safe, spending most of their time in school or at the boxing gym where their father refereed. They learned how to block a punch and throw a right hook. They bickered over clothes and went to dance class and dressed up for quinceañeras.

And one by one, they proved their father right: they could and they did. Ivelisse Rodriguez Simon graduated from Harvard Business School and is now a partner

at a private-equity firm. Rebecca Rodriguez is the medical director of

one of the best family-health clinics in the country. And Gina Rodriguez won a Best Actress

Golden Globe for her starring role on *Jane the Virgin*. "We lived the idea of the American Dream," Gina says. "And they made an environment where that was possible."

This is a story about nine American families with children, like the Rodriguez kids, who all went on to extraordinary success in different fields. The Emanuel brothers conquered medicine, politics and Hollywood. The Wojcicki sisters

became scientists, CEOs and tech entrepreneurs. The Simmons brothers are a painter, a rapper and a media mogul; the Antonoffs are now a rock star and a fashion designer. The Srinivasans include a judge, a public-health official and an entrepreneur, and the Gay siblings write books and run companies and design bridges. The Dungey sisters grew into an actor and a television executive. One Lin sibling designed the Vietnam Veterans Memorial; the other has written 12 books.

Each of these families is different in thousands of ways, from their ethnicities to their incomes to their sleepover policies. But we set out to find the ways they are the same.

In selecting candidates to study, we ignored siblings who do the same work in the same industry (like Venus and Serena Williams) and families that come from a great fortune or legacy (like the Trumps or the Kennedys).

We looked for families in which all the siblings did well. And we defined success by leadership, service or achievement, not just fame or money alone. Of course, genetics plays a role for every family, but we focused on upbringing and sibling dynamics instead.

Some of the consistencies are fairly predictable. While none of these siblings grew up rich, they were privileged in many other ways. They had involved parents and lots of opportunities, and most saw college as achievable, even inevitable. They weren't abused or neglected, and none grew up in abject want.

They didn't have an unfair head start, but they were spared some of the most difficult obstacles faced by less fortunate kids.

But other commonalities are more specific, and more telling. Of the nine families, eight had a parent who was an immigrant or an educator, and five had a parent who was both. Many parents were involved in political activism of some kind. Most recall a conflict-heavy family life, but that conflict was rarely between the parents. Many had a strong awareness of mortality as children. And most said they grew up with much more freedom than their friends did.

We talked to mayors and poets and judges and rappers, Jews from Chicago and Indians from Kansas and Haitians from Nebraska. We talked to siblings together and alone, and we talked to parents where we could. Here are six striking qualities they shared.

(continued on page 20)

IMMIGRANT DRIVE

As Gino Rodriguez was boxing with his daughters in Chicago, Saroja Srinivasan, a Hindu who is vegetarian, was mastering the art of the hamburger. She and her husband T.P. Srinivasan settled in Lawrence, Kans., with their three small children in the early 1970s, when T.P. joined the math department at the University of Kansas. Everyone they knew was back in India.

“We made a conscious decision that we are different enough, so we should do everything we can to make [the kids] feel part of their community,” Saroja recalls. That meant cooking hot dogs and pizza as well as dosas and pakoras, watching the Kansas Jayhawks in a living room adorned with Indian devotional art and arranging presents under the family shrine to celebrate “*Krishmas*,” their version of Christmas.

Just like their neighbors, the three Srinivasan children—Sri, Srijia and Srinija—played basketball and went shopping and rode dirt bikes. But they didn’t have chores in the same way their friends did. In the Srinivasan household, less was

required—but more was expected.

There was no one person responsible for the trash or dishes. “It was more like, ‘Look around. What’s Mom doing? Does she need help?’” recalls Srinija, the youngest. “Put things away. Pay attention.”

Also, nobody got an allowance. Instead, a drawer in the living-room table contained petty cash for anyone to use. “On the one hand, it meant great permissiveness that is way better than an allowance,” says Srinija. “On the other hand, responsibility for every choice.” Her older sister Srijia put it this way: “If I took \$20, that meant Sri and Srinija couldn’t go to the movies.”

The three kids, now adults, say they grew up understanding that the family was more important than the individual, a realization made especially poignant by the fact that their parents had left their own families behind to immigrate to the U.S. For the Srinivasans, that sacrifice paid off. Sri would grow up to sit on the U.S. Court of Appeals for the D.C. Circuit; his name was floated

earlier this year as a candidate for the Supreme Court. Srijia is the interim deputy chief for the San Mateo County health system, responsible for public-health efforts affecting more than 700,000 Californians. And Srinija is an entrepreneur who was one of the first employees at Yahoo and now sits on the board of Stanford University.

In addition to Puerto Rico and India, the parents of these extraordinary siblings arrived from Israel, Haiti, Poland and China. For their children, the standards were unstated yet fundamental, as invisible and necessary as oxygen.

The Gay siblings, a Haitian-American trio, grew up in Nebraska. Roxane Gay is a best-selling author and New York Times opinion writer, Joel Gay is one of the youngest black CEOs ever to helm a publicly traded company (Energy Recovery), and Michael Gay Jr. is a civil engineer. Their upbringing was stricter than their friends’: the kids weren’t allowed to have sleepovers, they couldn’t go to a friend’s home unless their mother Nicole had met the parents, and one bad grade could lead to the confiscation of beloved toys. None of that was up for discussion. “Parenting is not a democracy,” Nicole says.

Awareness of the immigrant experience, compounded by the fact that the Gays were often the only black family on their block, led to tough rules and high standards. “Success and performance was not a choice. That was an expectation,” Michael Gay Sr. says. “Good grades in school, that was not something to make a big fit about.” No one received a gold star from “General Gay and his attaché, Nicole,” as Joel calls them.

Being from Haiti in particular meant that there was a distinct honor to uphold. “They were very proud of our history, that we were the first black nation in the western hemisphere,” says Roxane. Adds Joel: “The more impoverished the

country from whence you come, the more emboldened one’s work ethic is.” He says his parents, and the awareness of their sacrifice, created “an extreme intolerance for under performance within oneself.”

PARENT-TEACHERS

On another university campus, far from the Srinivasans in Kansas, Esther Wojcicki was having a pool party. Her husband Stan was chair of the physics department at Stanford, and they regularly hosted barbecues for students and their

families. Their daughters Susan, Janet and Anne would interrogate the guests about theoretical physics when they weren’t busy passing hors d’oeuvres or throwing each other in the pool.

Susan is now the CEO of YouTube, Janet is a professor of pediatrics and epidemiology at the University of California, San Francisco, and Anne is a co-founder and the CEO of genetics company 23andMe. When they show up for breakfast in their childhood home on Stanford’s campus, each wears a shirt that belongs to one of the others. (“I just buy three of everything,” says Anne, universally acknowledged as the best shopper of the bunch.) They immediately start mocking Anne for bringing her own kale to breakfast, mimicking Janet’s high school cheerleading routine (Anne knows it by heart) and passing around a video of Anne dancing in a hula skirt on a family vacation. “When you have three girls together, it was already a party,” Janet says. Growing up surrounded by their dad’s physics buddies had its drawbacks. On their school vacations, the girls were usually dragged to physics conferences, where they would torment the world-famous scientists. They threw paper airplanes during presentations, hurled small objects off hotel balconies and even came up with an elaborate fashion-consulting prank to trick academics into changing their ugly ties.

But the academic environment also instilled a comfort with complex ideas and a confidence in asking questions. “Because we grew up with a lot of strong academics, I think one of the skills we have is not being intimidated,” says Susan. “It’s never like, ‘Oh, this person is so important, I can’t challenge him.’”

Esther had begun her daughters’ education long before they were peppering Stanford physicists with

questions about nuclear particles. After working as a teacher and playground supervisor in the 1960s, she began to suspect that early-childhood education was more crucial than anyone then thought. "My theory was that the most important years were 0 to 5," she says. "It was a gut feeling. So I

made everything into a game." She did arts and crafts projects with her toddler daughters, took them to the library every week and taught them how to read, count and swim before they even set foot in a classroom.

Of course, developmental experts have now proved Esther right: the first few years of a child's life are among the most important for learning and brain development. And between Stan's academic universe and Esther's educational

parenting, another commonality emerges: seven of the nine families had a parent who was a teacher.

Not all taught at the university level, though three families had at least one professor as a parent. The nine families also included parents who were elementary-school teachers, a preschool painting instructor, a doctor who taught medical students, a former French teacher and a school administrator who taught a night course on black history.

It may be that the job itself was less important than the educational mindset. Parents in these families instinctively understood the importance of at-home instruction decades before researchers established the merits of early education.

Their children recalled early supplementary lessons, books read aloud, regular library trips and even at-home worksheets to give them an early boost in school.

This clearly helped the Dungey sisters. ABC Entertainment Group president Channing Dungey is the first black president of a major television network, and her sister Merrin Dungey is a well-known actor, with major roles on *Once Upon a Time* and *Alias*. (She will appear on *Conviction* this fall.) Their mother had been an elementary-school teacher before Channing was

born, and she applied her classroom skills to raising her two daughters in Sacramento. "She would draw lines of faces, like three happy faces and one sad face, three triangles and one square, and then there's my little crayon marks marking the one that was wrong," recalls Channing, who learned to read when she was 2 years old. "We never went to preschool, because we didn't have to," Merrin adds.

For the Srinivasans, having a parent who was an educator created an unspoken expectation of academic achievement that was almost as powerful as familial love. "You probably have somewhere in the back of your mind that you don't want to disappoint your teachers in the same way you don't want to disappoint your parents," says Sri. "There was just no other way to think."

POLITICAL ACTIVISM

On most nights, the three Emanuel boys would adjourn their ritual fistfight and flop on their mother's bed to hear a story. But sometimes she didn't come home:

Marsha Emanuel was occasionally arrested as she demonstrated against segregation in 1960s Chicago. On those nights, the boys bickered over the top bunk while Marsha waited behind bars.

The Emanuels would go on to become the stuff of legend and are often called the Jewish Kennedys: bioethicist Zeke is a vice provost at the University of Pennsylvania, a former Obama Administration official and one of the main architects of the Affordable Care Act; Rahm is the mayor of Chicago and a former chief of staff to President Obama; and Ari created William Morris Endeavor, one of the biggest talent agencies in Hollywood.

Between their mother's civil rights work, their pediatrician father's campaign against lead paint and their grandfather's union loyalties, the three rowdy youngsters couldn't escape political awareness even if they tried. "If we did not go with her to a particular protest, that protest was brought home," Rahm recalls,

sitting in the briefing room of the Chicago mayor's office. "Just eating

dinner was a test of current events." (The brothers also have a much younger, adopted sister, Shoshana.)

That political engagement created a sense that the world was malleable and that the boys, through their actions, could be the ones to shape it. "You could, by protesting or coming up with ideas, actually change the world. I think that's a very important message," says Zeke. "It's not that it will change necessarily, but the world can change, and that you have a responsibility to try to make a change."

Political activism was a common theme for the parents in these families. Many of them were outspoken in their demands for reform in cities, schools and housing complexes, and never just for the benefit of their own children. While none of the parents held high political office, their involvement ranged from demonstrating for civil rights to union organizing to demanding that cities build new parks or that universities treat low-wage workers fairly. When they weren't pushing for reform, they were mediating heated political debates at home.

Daniel Simmons Sr. also found himself arrested during civil rights

demonstrations. He worked as a New York City school-attendance superintendent by day and taught a college course on black history by night. His young sons remember waving goodbye as he boarded a bus from Queens to see Martin Luther King Jr. at the March on Washington in 1963. They stood with him on picket lines and visited his class on radical politics, and they were watching when he lay

down in front of a bulldozer to protest a segregated construction site. Now adults, they say their father's activism showed them how to get involved in the world

outside themselves.

"He had his own moral compass. He knew what was right and what was fair, and he demanded that kind of justice," says Russell Simmons of his father. "It stuck with me. It stuck by all my brothers as well. It's part of our makeup."

CONTROLLED CHAOS

Another thing the Simmons brothers had in common with the Emanuels: they knew how to throw a punch. Growing up in heroin-ridden Hollis, Queens, in the 1970s, Danny and Russell once survived a street fight against 12 other guys. Occasionally, they'd bring the fighting home. "One time Danny took a comb and ran it through my hair, and it hurt real bad," says the youngest brother, Joseph, known as Rev Run. "I think he was high."

Their father didn't try to shield his sons from all violence. "He respected what you learned in the culture in the street," says Russell. "So he never really hid us from the stuff that was right on our corner." That exposure also created motivation. "Seeing tragedy always pushes you to move past it," says Danny, the oldest, who beat heroin addiction decades ago.

Not all kids from tough neighborhoods make it out. But Russell is now a multimillionaire entrepreneur, a co-founder of Def Jam Recordings and the chairman and CEO of Rush Communications. Danny is a painter and author who

co-created Def Poetry Jam on HBO with Russell and oversees the Rush Philanthropic Arts Foundation. And Rev Run was one-third of the hip-hop trio Run-D.M.C. in the 1980s and '90s and is now an ordained minister and reality-TV star.

The Simmons brothers grew up closer to raw, systemic violence than most families in this story. But even outside Hollis, some of the families (especially those with boys) recalled a household dynamic that resembled a fight club. With a few notable exceptions, most described a sibling dynamic that was wildly competitive at best and physically violent at worst. They grew up in controlled chaos: heavy on conflict, light on manners and indifferent to standards of appropriate behavior.

Few recalled major rifts between their parents. But many of these siblings said they regularly fought with their brothers and sisters over everything from clothing to board games to who had to sit in the middle seat on long car trips. Zeke

Emanuel puts it this way: "If there wasn't blood, it was a good night."

Mealtime debates could get so vicious, they horrified outsiders. Joel Gay recalls that his wife was on the verge of tears when she first had dinner with his family. "She said, 'I have never seen anything like that. Why are you screaming at each other?'" he remembers. "If you don't understand Haitian culture, you can think we're actually fighting."

Some of the rowdy behavior sounds like normal, run-of-the-mill mischief. Roxane and Joel Gay pushed their baby brother Michael down the stairs in a laundry basket. Susan and Janet Wojcicki loved to trick a young Anne into approaching strangers and calling them "fat." Gina Rodriguez once put glue in her sister Rebecca's milk.

They committed all the venial sins of American teenagers, and some of the cardinal ones as well. Across the nine families, there were incidents of teenage parenthood, smoking pot, underage drinking, cutting school, bar fights, shoplifting and drag racing. At least two had parties when their parents weren't

home. Esther Wojcicki says she found out about her daughters' secret house party only when a student came to school wearing clothes pilfered from her own closet. (Her daughters dispute that particular anecdote.)

For some of these siblings, growing up in a constant state of trial-by-combat made them tougher. For others, the bad behavior was a symptom of their willingness to make mistakes, an anti-perfectionism that hardened into resilience. It wasn't just that they fought; it was that they fought and then moved on. "We were called a lot of bad names, and we had to withstand that and continue to go on," says Zeke Emanuel. "That breeds a certain kind of toughness."

And though few openly admit it, sibling rivalry can motivate achievement, says New York University psychologist Ben Dattner: "Winning the Nobel Prize is a more civilized way of beating the crap out of your brother."

LESSONS IN MORTALITY

Jack and Rachel Antonoff can't describe their childhood without discussing the third Antonoff: their younger sister Sarah, who died of a brain tumor when she was 13.

Jack is a Grammy-winning musician who is the lead singer of Bleachers and lead guitarist of fun., now on hiatus. Rachel is a New York City-based fashion designer. They're unlike many of the other eight families: their parents aren't immigrants or educators, nobody in their family cared much about politics, and they didn't break rules, because there weren't any rules to break. Instead, since

their sister's death more than a decade ago, the Antonoffs say they're motivated by a constant awareness of their own mortality.

"When you hear about a movie coming out that you're excited to see, do you not think every time, Oh, I hope I'm still alive?" Rachel asks, sitting in the Los Angeles studio where Jack is recording his latest album. Jack nods, digging into a cupcake in honor of his 32nd birthday. "I have to get my gallbladder out, and I don't want to do it until this record is done in case I die on the table," he says.

"Everything backs up to the amount of work I do before I die. That creates a work ethic. There's an urgency."

Post-traumatic growth is a tricky concept. For many kids and even adults, a loss of this magnitude may cause permanent devastation, not motivation. And yet while the Antonoffs experienced a loss significantly more shattering than most, many of the other eight families also experienced a brush with untimely death. The woman who was shot in the head in front of the Rodriguezes' home was their cousin. The Simmons brothers saw friends and neighbors killed by drugs, AIDS and gang violence. Rahm Emanuel nearly died as a teenager when a deep cut in his finger developed into a bone infection. (He ended up losing half his finger.)

Such experiences can fuel ambition. After spending weeks in the hospital battling that life-threatening infection, Rahm says, he transformed from a

slacker student into a go-getter. “I made sure that given how close I came to dying, that I was never, ever going to not get the most out of everything I was doing,” he says. “I was a changed person.”

It can also help a family get their priorities straight. Jack and Rachel’s mother Shira Antonoff said Sarah’s death drowned out all the petty judgments and expectations of their suburban New Jersey community. She let her kids skip school, she didn’t insist they finish college, and she took Jack to get his lip pierced at age 15, to the shock and dismay of other mothers in the grocery store.

“The core was, We’ve had a sick kid, we’ve had a kid who’s died, so let’s get real about what’s important here,” Shira says. “You’ve got to find a path in life that you’re really happy with.”

A FREE-RANGE CHILDHOOD

Like many of the other siblings in this story, Tan and Maya Lin grew up on a university campus, were raised by immigrant parents and bickered constantly over board games. They were also allowed to do practically anything they wanted. You could say it was the opposite of helicopter parenting. Their father Henry Huan Lin had been forced to take calligraphy classes while growing up in China, an experience he loathed so much that it informed his parenting philosophy. “He promised that when he had kids, they would never have to do anything they didn’t want to do,” Maya says.

And so the Lin parents, who fled Mao

and ultimately became professors at Ohio University, didn’t monitor their children’s homework or force them to join sports teams or push them to learn the piano. “We were given all sorts of freedom to do whatever we wanted,” recalls Tan, now a poet and the author of a dozen books.

Maya, an artist and architect who designed the Vietnam Veterans Memorial, puts it this way: “They were the anti-dragon parents.”

The Lin siblings spent most of their time outside, or writing poems, or throwing clay in the university ceramics studio. They went to a high school with an open-module system, which meant that sometimes they went to class only two days a week. “I’ve only ever chafed when there are rules,” Maya says.

Few of the siblings in this story had parents who closely monitored their movements, and many said they were raised with significantly more freedom than their friends. By the standards of today’s helicopter parents, they ran wild. The Dungey sisters rode all over Sacramento on their bikes alone. The Antonoffs were allowed to skip school whenever they wanted. Six-year-old Zeke Emanuel regularly escorted 4-year-old Rahm home from nursery school on a Chicago city bus.

“She was a supporter of us, but she didn’t tell us what to do, and she allowed us to play and develop our own ideas,” says Zeke of his mother. “She didn’t even worry too much whether they were safe or not.”

Esther Wojcicki taught her daughters to swim as soon as they could walk,

specifically so that she wouldn’t have to watch them when they played near the backyard pool. “I empowered them early, because I wanted to make sure they could take care of themselves,” she says. “They could read early, so they could read signs. They could do math early, so they could handle money.”

Even by the comparatively lax standards of the 1970s, the Wojcicki girls had more freedom than most. Five-year-old Susan was often left to babysit 4-year-old

Janet and infant Anne, and local mothers raised their eyebrows when the girls rode their bikes alone to the dime store a mile away.

But Esther has a theory. “The more you do for your kids, the less they do for themselves, and the less empowered they feel,” she says.

Thousands of extraordinary families flourish across America, and the new generation of hyper-aware parents may raise thousands more. But none of the

parents in this story set out to raise successful children. Instead, the six commonalities of our nine families combined to create drive, grit and social consciousness that propelled all the siblings on their own chosen paths.

“You cannot reach any body’s goal. You’ve got to reach your own goal,” says Gino Rodriguez. “You cannot reach a goal unless you set that goal for yourself.”

That’s why “I can and I will” are five words without an object, a push without direction. Look how far it took them.●



Forbes Carlile

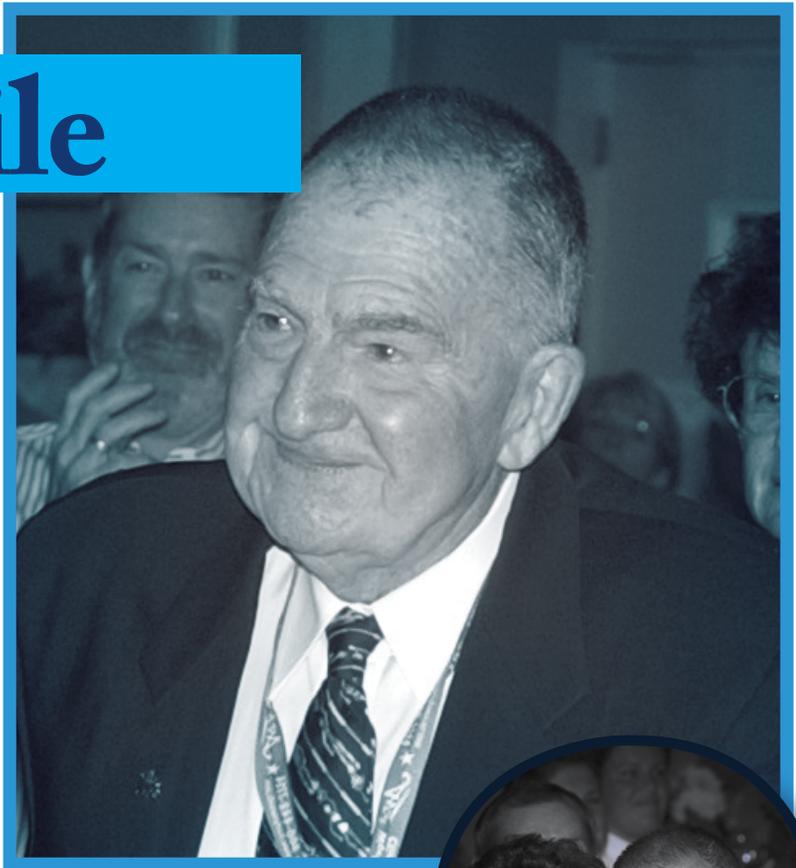
A morning to begin reflecting on all that I learned from Forbes Carlile. One lesson comes immediately to mind. And its not from something he ever said...

Its the way he lived his life. And that was always his "best teaching moment."

When times were tough (and they often were, early in his career and less so, later, but still, he had plenty of challenges and "lost causes") he REDOUBLED HIS EFFORTS. The bank rejected him for a loan once. He retaliated by saving his money and NEVER EVER doing anything with a loan again. He paid Cash to build his swimming pools. Think about the discipline it takes to do that.

He did not back-off. He did not take time to reflect; he didn't become reasonable. He went HARDER. And STRONGER. And SMARTER. And especially, he doubled down on all he believed in. He could fight like the devil and never dislike those he argued with. He knew how to argue.

He stuck to his guns and worked harder, fought harder. And usually Won. But even when he lost, he'd gone down fighting for what he believed in. And he NEVER gave up on any battle . EVER. So he could always hold his head up high. All his personal disciplines, he redoubled. He went to work even earlier, demanded even more and left no stones unturned in the quest to overcome whatever disasters loomed.



I so admire that I have tried to make it a part of me. He was RESOLUTE, DETERMINED AND INDOMITABLE.

What I learned:

BELIEVE IN WHAT YOU BELIEVE IN, PERSEVERE, HARDER LONGER. With more passion, not less.

One thing I did hear him say and have in writing from the Great Man...

“Excess in pursuit of Virtue is not Excessive”

Probably didn't originate with him but he's who I associate with it.

All the best, JL

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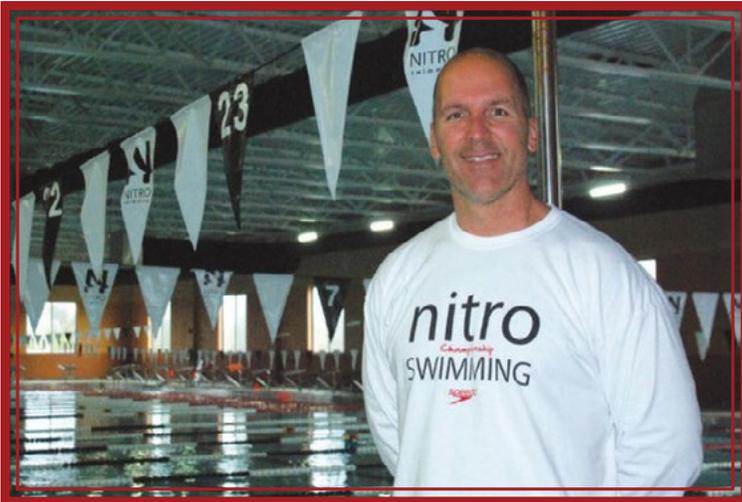
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Wisdom From Mike Koleber

NITRO Aquatic from a talk at the ASCA World Clinic.



“A swimming pool could be one of the most intimidating places around, for a little kid to walk out there. And you know what? I think it is harder for the 13 year old who hasn’t swum before.”

“Deliberate Coaching. It’s changed the way I personally coach. It’s changed the way a lot of our other coaches on Nitro are now coaching. We are asking for something very specific on every set.”

“If you are one of those people that want to make a difference, and you are in coaching to make a difference every day, you can make a difference every 30 minutes when you are teaching lessons.”

“So how do you keep younger kids in your program? Let them be around older kids. Let them see each other.”

“I think some coaches have a higher empathy towards another human being, to see what they are going through. To be able to see a quiver of a bottom lip, and you know that someone is on the verge of tears; to know enough to send a group off on an interval and you pull them out and you sit down and you are talking to them about doing better. That is the stuff that is going to help everything, including your bottom line.”

“ You know, when you wake up, there has got to be a reason why you are doing what you are doing.”



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ASCA Fall 2016 Clinic Schedule

ASCA @ 2016 Eastern States Clinic
September 29-October 2 • Cherry Hill, NJ

ASCA courses are September 29+30

Courses= Writing Workouts for Age Groupers,
Dryland Training, Level 3, and Coaching at a Swim Meet

Advanced Freestyle Clinic 2016
October 8-9 • Rosemont, IL

Speakers:
Brett Hawke, Auburn University;
and John Leonard, ASCA
Level 3 School on October 8

US Regional Clinic 2016
October 14 - 16, Portland, ME
Level 2 School on October 14

Midwest High School Coaches Clinic 2016
October 22-23 • Rockford, IL

Speakers:
Kyle Bedalov, Waukesha North HS;
Blaine Carlson, Waukesha South HS;
Kevin Kinel, Chesterton HS; and
Guy Edson, ASCA

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USMS National Coaches Clinic
November 11-13, San Mateo, CA

Age Group Coaches Boutique 2016
November 11-12 • Fort Lauderdale, FL

Speakers:
Guy Edson and
Jackie Norgren, ASCA

Limited attendance for maximum individual participation for AGE GROUP COACHES!

Clinic de ASCA no Brasil
November 11-14 • Rio de Janeiro

Fun in the Sun 2016
December 16-18 • Plantation, FL

Speakers:
Todd Schmitz, Colorado Stars;
Gary Hall Sr., The Race Club;
and John Leonard and
Guy Edson, ASCA

Big Ten Clinic 2017
January 13-15, 2017 • Bloomington, IN

Legends of Texas 2017
March 31 -April 2 • Fort Worth, TX

Find clinic information, including sign-up options, on the ASCA website at:
<http://www.swimmingcoach.org/clinics/>

Thoughts on Building a Winning Culture

by David Marsh, SwimMAC Carolina

We need to build this kind of culture that brings people to our sport.

I can tell you that a healthy culture has a chance to be a winning culture, and it is about relationships.

You talk about why MAC and why Auburn had a winning culture: it is this. It is a whole lot of this. It is a lot of the relationships that they made along the way.

When you are speaking the language to a young person, you want to help them, it is not "from you", because it is not about you: it is for them.

So find that mentor, let them affect you. And I believe your pathway to building the culture in yourself, and in your team, and in our sport, is going to be even better.

Building from Age Group to Elite

by Bill Thompson, De Anza Cupertino Aquatics

I command their attention. I do not talk unless they are listening with their eyes. I also tell them what they can expect. I tell them as a group. I tell them individually.

My real chore in 11 to 14 year old swimming is getting kids to be physically fit. I don't want to coach swim nerds. I want to coach fit athletes who can do anything. I think kicking is an early identifier of ability and it's a great way - if you coach 10 and unders, 8 and unders, if you want to get some aerobic work and do it kicking because they may not be strong enough upper body, but their little legs are strong enough to hold that big head up.

Quick Quotes

from the **ASCA**
World Clinic

If I Can Do This, Anyone Can

By David C. Salo, USC

I think that TALKING about what it is that you are trying to accomplish is one of the key components in being successful with your athletes. They have to believe in you and Trust You.

(editors note...when you read that, you say, "of course"...Now, ask, yourself seriously when was the last time you actually had that conversation with your key athletes. I suspect that will be a sobering thought...we all KNOW it, but how often do we DO it? JL).

If I had enough background in physiology to look way back in the 70's to show that if you want to engage the entire musculature, you have to engage it at pretty high intensities... when you do that, you get more aerobic and anaerobic benefits than if you try to engage the various energy systems independently, In my group, from day one of the season, we are going fast, going fast, going fast. Everything is about the content, not the volume... but, we go from one thing to another quickly and suddenly my assistants will tell me..."This is like 15,000 in an hour and a half"..(exaggerated) So I don't worry about the volume, I worry about the CONTENT, but that doesn't mean it isn't pretty long and pretty hard."

(This may help explain why Sprint Salo now includes 1500 meter swimmers at Olympic Champion level and great open water swimmers. JL)

First Year in a New Position: Creating Major Change

by Carol Capitani, University of Texas

I could not just come in and start coaching, because that baseline for coaching is about the relationships.

In my opinion, young swimmers need to understand the connection between the physical and the technical not 'just doing the exercise' without knowing its significance. It is 'learning' about becoming an athlete!

The culture that I had in mind moving towards had...I want it to have some patience in it and some kindness and resilience and grit. And I wanted them to do these kind of hard things. Because I think we all know that doing anything meaningful, anything worth doing, is going to be difficult.

I am also from, and I have been fortunate to be part of a culture where I love going to work every day.

I can take like what I have learned from a million different people and try to do it my way. And hopefully that is what we are all here to do, it's like learn these great things but then put them through our view and our filter and our experiences. Because that is the only way you can do it; you cannot be someone else.

The Training and Development of Christine Magnuson

By Coach Matt Kredich, University of Tennessee

Coordination...if you get really good at swimming a particular speed, than you are going to start to smooth things out. You are not going to be using muscles you don't need. These are adoptions that lead to the efficiency and the end result is that you get really good at going the speed.

LESSONS FROM THREE MODELS

FROM DICK JOCKUMS

I was most fortunate during the time I was growing into becoming a professional swim coach to come under the influence of three distinct and different people, with principles that I made into my own belief system. One. John Tallman, was directly tied to my sport of swimming and I have already written in detail about him in the article that appeared in the American Swimming Magazine, on the “Development of Modern Swim Training”. The man, unlike me, was a true genius with an IQ of 170 plus. Coach Tallman was the best coach none of you have ever heard about until I brought him up in the above article. His system was based upon being informed by reading everything: the scientific research being done, the various training programs that coaches form all over the world were theorizing to be the new and true direction that should be followed, and listening to everyone who had produced or was producing a swimmer. He then carefully studied all the information and decided who was headed in a positive or negative direction. Only then did he determine based upon scientific facts why certain programs were producing positive results and how he could adapt his knowledge into his program. He called this need to be current a necessity if you were to do right by your swimmers! How else can you begin to explain to me that this man had a swimmer, Steve Krause, set a world record in the 1500 meter freestyle (1965 if I remember correctly) while training in a twenty yard pool with one wall at 4.0 feet depth and the other wall at a depth of 2.0 feet that actually became not a wall but stairs. The record he broke was held by Roy Sarri, an American swimmer with a gold Olympic medal.

I swam for John my senior year at the University of Washington in 1963, graduating in December of that year, and then becoming his assistant University Coach in 1965 while working toward a Master of Science Degree. I completed all requirements,

completed my Thesis, in June of 1965 and was appointed to the faculty of the Department of Physical Education and formally employed as the University’s Assistant Swim Coach until 1967. During those three years, especially the last two, I spent long hours learning everything I possibly could from the man both listening to everything the man said, and then asking questions of all the things he discussed that were over my head until I understood what was being discussed.

Upon my move to Cal Berkeley, as I started my Doctoral Degree work I volunteered to work under Pete Cutino, the University’s Swim Coach as an assistant swim coach for that one year, 1968 that I was a full time student at Berkeley. That one full time year was spent in meeting all my classroom requirements necessary to obtain my advanced degree in Physical Education/ Higher Education, beginning my research for my Dissertation, “American Teacher Education From 1810 to 1840”, completing the course work by the end of 1968 and completing the Dissertation in June of 1971. My Doctorate degree was granted from the School of Education in the field of higher Education, as my bend toward the Historical wasn’t supported by the Department of Physical Education, and not for the first or last time I went my own way.

Working for Pete Cutino became a real reinforcement of all that I had learned during my three years with Coach Tallman. Coach Cutino never stopped working on me on two areas: first my need to listen and hear what the swimmers had to say, just not be authoritarian which I had developed myself into; and secondly, what was Coach Tallman doing and why. I became a much better on the deck coach as Pete first got me to shut up and listen. As I learned to hear the very important things the swimmers were telling me my ability to communicate and give directions that were followed just kept getting better and better. Pete

by continuing to questioning me about what Coach Tallman was doing a why he was doing it brought out the belief in both of us that Tallman was way out front in the direction he was trail blazing and it was a superior way to build our programs. I watched Pete make major changes in his conditioning program for not only his swim team but for the water polo program which was in reality his prime responsibility. His water polo team went from very good to great and was a dominating force in NCAA Water Polo during the next twenty years.

During my year in Berkeley’s classroom I met the second person of influence, Dr. Franklin Henry, the man who proved the one and only truth I know to this day in the Science of Kinesiology, the proven concept of Specificity. Specificity basically tells us that in order for anyone to truly reach their full physical potential they are required to have their training system be as close as possible to all the experiences that actually take place in the race. In very simple words, sprinters need to sprint, distance swimmers need swim distance, and stroke swimmers need to swim and train their stroke. It’s much more complex than this general statement, but it is a truth that has been overlooked through time and misunderstood by most in the aquatic community. Dr. Henry’s graduate class met two hours a day, three times a week, with another two hour appointments with the man one on one each week, plus lunch with him and all his students. All these folks were academics and were planning to teach at the College/University level and to undertake and publish their research. It might be interesting for you to know that for every American citizen under his guidance there were three British, Australian or New Zealand citizens.

During my year at Berkeley we were on the quarter system, which meant we had four quarters to a year and I had one quarter with him, to meet my requirements. During that twelve

weeks that translates to one hundred and eight hours of head-to-head time with the good Doctor, and an additional three hours of preparation for each time we met! Since my Dissertation wasn't going to have anything to do with his area of expertise, once I satisfied my required attendance in this area of the major, I was done with them, but the importance of the concept of Specificity has been with me from that day to the present. One thing, although he and I both knew I wasn't going to go thru the process he made his students go thru, he recommended that instead of the three courses he demanded in statistics that I take the non-statistic course offered by that department. In so many ways this non-statistical course was the best and has turned out to be most practical time I spent in a classroom during my academic experience. We did no actual statistics but rather learned what each of the many various statistical tests were available to those doing all kinds of research and how they should be properly used and how they were being misused in many fields of study. My quarterly paper for the class was a five year review of the Research Quarterly, the ultimate publisher and presenter of research in the field of Physical Education. What I found was that well over sixty percent of the studies published in this quarterly publication had used the wrong statistical test and were therefore not valid.

Since that paper to meet a classroom assignment, I have found that Physical Education isn't the only field of study that has problems with statistical truth. Truth in statistics is based upon using the right test at the right time to prove a Hypothesis, and if the wrong test is used you have no proof, period!!!

Folks, this is true for all statistics, not just the ones done in the field of Physical Education. Lots of news organizations publish results on research to prove the errors of the American way and most, just like the Physical Education researchers, have proven nothing because they used the wrong statistical test to prove their hypotheses. I can't and won't speak for you, but this scares the heck out of me!

Upon completion of my course work at Berkeley, I accepted the position of Assistant Professor and Swim

Coach at California State college at Hayward, today called California State University East Bay. I also describe my tenure there in detail in the article on "The Development of Modern Swim Training" that has already been referred to. At Hayward I met the third major person of influence, Dr. Robert Morford, who introduced me to the Greek Warrior Code of Agon/Arete. I have written in depth on Agon/Arete over my coaching career first in 1974 with my presentation to the ASCA Convention and again on my presentation once again at the ASCA in 2000 on the Olympiad. What I have discovered over the many years since I introduced the concept to the ASCA in 1974, is that all of mankind has experienced this concept at the very beginning of the development of their culture. It's the concept best described as a Warrior concept that basis it's formulation upon the growth of an individual from birth to death as a process leading to a worthy and honorable life. In reality, it is the common element that makes all the various races of humans, one. It is the historical truth that unites each and every one of us with a common experience that we have all based our cultures upon. Over the millions of years that the prototype Homo Sapiens spread out of Africa across our globe and began to experience mutation as they adjusted to their environments, doesn't change the fact that the human race has a common origin and to a very high degree a common history. The process described by the Greeks as Agon/Arete can be found being practiced by all those we described as the various races today if a person will but look.

I joined the swimming community in 1954 at the age of thirteen, swimming for a woman coach by the name of Laurabelle Bookstaver. In my opinion the best woman to coach swimming in the history of the sport. She coached before anyone especially me knew anything about women's lib. She coached against some of the very best to ever have ever walked on deck (George Haines; Peter Daland; Sherm Chavoor; and Dr. James Counsilman) and did more than merely hold her own. I met all four of these men while swimming for her and know the high regard they

had for her. Once again, in the article in The American Swimmer goes into detail about these four men plus Don Grambril and their major efforts in the development in what today is the sport of swimming. Since I had decided to be a coach at the age of ten, and a swim coach when my mother chose a sport that my mouth would only get me hated not killed, in 1954, I knew of all these folks and what they were doing.

I started coaching in the Seattle summer leagues in 1963, from there to the University of Washington, to Cal Berkeley, and then my own program as the head man at Cal State Hayward, finally trying my own stuff out, I got three years to take those three major influences and make them into my personal program. Tallman had illustrated that work or power is developed best by speed and merely yardage. Swimming as I came into it as a coach was based upon yardage. My program was going to be based upon how fast we swam at a minimum as much as how far we went. In fact, by the end of those first three years my program was designed to get race speed, effort, and pain at least once every workout if not more. Agon/Arete fits this concept perfectly. The philosophy of Agon/Arete, become the rules laid out for living one's life. No excuses, no bitching, no pointing a finger at anybody other than yourself. The outcomes only real value can be found in the process of striving for the best that is in you an only you can in reality put a value on the result. AND, you can only reach full potential in any event you choose by making the training model specific to the event you are attempting to dominate.■



Cultural Change

presented by Bob Bowman, Arizona State University

It's pretty simple. Swimming is not complicated. It's not easy, but it's not that complicated. (instagram)

Enjoy striving together. That's where competition comes from: striving together. (twitter)

But resiliency is important. Can you take a punch and get back up? Because ultimately that's what it takes, right? In anything. (instagram)

In college it's important to think about respect and what that means. Respect for the opposite sex; respect for the same sex, respect for people you may have a relationship with, respect for people you're going to be in social

situations with. Respect for your own body when you decide what you're going to put into it and what's it's going to do to you, and what's going to happen in those situations after. Critical, critical things. (facebook)

The second kind of respect, which is near-and-dear to my heart, is: respect for the process. I am a big process guy—I am a complete process guy. And that means that the way that you conduct yourself on a daily basis—in practice, in the classroom, in your life—that is where your focus should be. Not on some outcome that's down the road, that may be out of your control. (facebook)

I wanted to set a standard without being threatening or an overt hard-ass.(twitter)

Kids today learn in sound-bites, that's the way they learn; they don't learn in you know, soliloquies, save that for literature—to be or not to be, right. So I think you've got to learn how to communicate with kids in a certain way. (twitter)

You know it was like, I suppose, a married couples: you learn to communicate in many different ways. The longer you are with somebody, the more you can do that. (instagram)

And I try to catch them doing things well all the time. That's a good thing. I have been very pleased with that.

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Letter to the EDITOR

- by Bill Sweetenham, AM

The collapse of parenting: Why it's time for parents to grow up

At a recent conference workshop I was conducting the subject of parenting responsibility and the early childhood development of leadership skills. There can be no question that the development of leadership commences very early in life and coincides with the child starting school and after pre school. Parents must clearly understand that discipline in ALL it's aspects starts and is taught in the home prior to school and this conflicts with the "nurturing" that is introduced in the protective environments of most pre school situations. **PARENTS** teach discipline in the home and this commences the pathway of allowing decision making in the simplest forms for the very young and developing child. It is NOT the responsibility of school to correct all that has been incorrectly learned and taught at pre school or that hasn't been taught at home by parents who want to put friendship ahead of attitude and discipline at home. Neither is it the responsibility of sporting or art classes to teach this sadly neglected areas of parenting. Parents at the cost of accurate early childhood discipline place popularity ahead of this aspect which restricts the child from learning early childhood leadership. They want to be their child's best friend instead of being an effective parent. ■



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