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Coach Richard Jochums is a polarizing character. He’s also one of the modern genius coaches in our sport. Coach of Olympic Champions, World Record Holders, and creator of one of the most simple and simultaneously complex training systems in the world, described equally often as incredibly boring and incredibly challenging and effective (the man and the training system), Dick is one of the coaches who, in the latter third of the past century, defined our sport. He’s been a club coach, an NCAA I coach, and through it all, he’s been known for speaking his mind, and representing the modern warrior/intellect, always questioning, always challenging, always willing to ask all the hard questions, all the ones that no one else wanted to ask.

Jochums also came through and in contact with, every major figure in our coaching profession in the path and trajectory of his coaching career. From the Great Laurabelle Bookstaver, one of the real pioneers in coaching on the West Coast, through Daland, Haines and Gambril, Dick competed with, respected and learned from them all, on his own road to coaching greatness.

Why isn’t he in the International Hall of Fame? I have no idea. He belongs there. A few years ago, I asked Dick if he’d write a short history of modern training theory. He was reluctant... saying that it might sound too self-involved.

I replied, “so be it”, because his personal story IS entwined with modern training theory. What we publish in this issue is a remarkable piece of work... nuggets of gold for a coach in every paragraph.

Years ago, a plane that Dick and I were riding to Japan for a coaching clinic caught fire (literally) and we had to land and wait a day to travel. (Dick looked out from his
window seat and said quietly “Do you think there should be flames coming out of this engine?” Dick said “we’re going to my folks.” And an hour or so later, we were there….on a beautiful hillside with a lovely home surrounded by flowers and trees. Jochums Mom was soft-spoken, charming and “humane” in a way that few ever saw in Jochums himself, but he admitted that she was constantly present in his personality.

His Dad left me practically speechless…..so reminiscent was he of my own long-deceased father….a stern man, tough and resilient in all the ways that men of another century usually were, and clearly where the dominant side of Jochums way of facing the world came from. His Dad and I strolled the property a couple of times in 24 hours….listening to him was like listening to my own father tell stories of what it was and what it meant, to be a man. The personality that became Richard Jochums clearly came from the lessons taught by this fine man.

When we left, I spent a lot of time reflecting on these two remarkable people who had raised such a contentious, difficult and brilliant son, and I still reflect on that today….We all stand, all the time, on the Shoulders of Giants. Dick on those of his parents, and his respect for the great coaches that he descended from intellectually and emotionally, which he expresses in this article. Those Giants and all that came before us, is what this wonderful article by Coach Jochums is all about.

Now Jochums is one of those Giants. His parents would be proud of this article and I hope each of our dear readers gain every nugget of gold from this history of modern swimming training.

Thank you Dick. Thank you Mr. and Mrs. Jochums. Great Job.

All the Best,

John Leonard
I. INTRODUCTION

“Far better is it to dare mighty things, to win glorious triumphs, even though checkered by failure, than to rank with those poor spirits who neither enjoy nor suffer much, because they live in a gray twilight that knows not victory nor defeat.”

-- Theodore Roosevelt

My career as a swim coach was extremely rewarding, and provided me with opportunities that today, in retirement, I am grateful I was able to receive. Time away from the sport gave me a chance to pause and reflect upon my coaching and the time spent in the sport. It has allowed me to wonder what I could do to offer my experience to those who are actively involved in keeping USA Swimming the best sport, team, and organization in the world. Therefore, I have decided to write this brief personal history of swimming from my perspective.

To some of the young people who are presently coaching or thinking about coaching, I want to begin by helping you understand where we have been, and how far we have come, to get to our present position. Secondly, my hope is that through my words I can show that one person can make a difference in what is being done! It's important to know and understand the past so that past mistakes do not get repeated. In the time I was an active coach, and now in my retirement, I have seen repeatedly people come up with what they see as a new idea that only they thought of, and only over time came to realize that many of us have already been there, tried that, and moved on from it. Maybe it's time for all of us to understand the past so we don't spend so much time and effort in repeating it. I hope through this paper, I can parlay my thanks to all of those athletes who allowed me to help them fulfill their dreams through a partnership of trust and hard work that was grounded in the belief that you can achieve in being the best you can be. To the many coaches who helped me along the way, and to those who stood on deck daily with me, what I achieved in my coaching career could not have occurred without your assistance. No coach lives in a vacuum and to those who were a part of my programs throughout the years, I thank you for all that you gave me and did for me.

Finally, I want to thank my wife and family who have always been there through both the highs and the lows of the coaching pendulum. You have all taught me so much.

As you read this personal history, I have interjected several personal reflections that I hope will better explain the source from which I am presenting this information.

II. My Personal History OF THE SPORT OF SWIMMING

In my brief research of sport, I found the first reference to swimming and swim training in bits and pieces going back to before the birth of Christ. There are
The 1896 Olympics, swimming officially that initial moment of competition in the 100 meter freestyle for sailors. From the 100, 500, 1200 meter freestyle, and these games consisted of four events: in 1896. The swimming competition in Olympic Games held in Athens, Greece proven by its inclusion in the rebirth of the Roman’s soldiers training discipline (and we thought we invented this.) Excerpts taken from the journals of the American pioneers as they moved westward across the country tell of the American Indian and this strange over arm stroke that was faster than anything they had ever seen. However, I could not find any actual swimming competition until England in the late 1820’s, in a pool that had been restored and upgraded by the British from the first century Roman ruins in Bath, England.

Still, the sport gained popularity, as was proven by its inclusion in the rebirth of the Olympic Games held in Athens, Greece in 1896. The swimming competition in these games consisted of four events: the 100, 500, 1200 meter freestyle, and the 100 meter freestyle for sailors. From that initial moment of competition in the 1896 Olympics, swimming officially became an internationally recognized sport. Beginning with those first games up to today, the menu of events has been undergoing change from Olympiad to Olympiad, either by a deletion or addition of events. For example, three events were added for women in 1912, and we presently have a total of 34 events (17 for men and 17 for women).

Using the Olympics as a measuring stick, the sport from 1896 to the present seems to fall into two unique eras, with an additional component thrown into the second era that requires some thought. The first era began with the rebirth of the Olympic Games. From 1896 until the second era, Japan, Western Europe, and the United States dominated to a large degree. In referring to Western Europe, (England, France, Hungary, and Germany), the popularity of swimming tied directly to the upper class educational systems and their gentlemen sports clubs. Japan’s participation at this time really depended upon their military and the Samurai Warrior society. The Japanese, with their strict adherence to their need for discipline, based their training regime (to a much greater degree than elsewhere in the world) on a distance oriented program to meet their societal goals. In the United States, the sport developed in our Northeastern prep schools, where competition of all kinds flourished. Swimming was a natural fit into this inclination of the American character to race. Complimenting the prep school example was the growth of the YMCA movement, especially in the Midwest. Within ten years of the first modern Olympic Games, the sport of swimming was gaining in popularity, especially as prep school and YMCA boys took their sport of swimming with them to their colleges.

One of the hallmarks in the history of the American Institutions of Higher Education was the fact that most of their curriculum offerings were created from outside pressure, and not from within the college community. The only way college could survive was to adapt their curriculums to what was wanted and needed by society. Like it or not, and many college
I personally experienced the end of one era and the beginning of the second as a swimmer who had decided at a very young age to be a coach. Basketball and football were my game. I was dunking a basketball when I was fourteen, enjoyed hitting and did not get upset when I got hit, which made football fun. My mother attended all of my games, watched my reactions, and quickly learned that her oldest son had a mouth that never stayed shut, did not mind getting physically involved in arguments. She quickly came to the conclusion, knowing that most of my activity took place in the Oakland/Berkeley area, was probably going to lead to some severe beatings of her son. I soon found myself enrolled in swim classes at the Berkeley YMCA, a place where no women were allowed in the building, which resulted in me never finding the swim pool, but always the basketball court. Basketball was a game, swimming was a place where one could drown and required work. The next thing I knew, I was in private swim lessons at the Berkeley Women City Club, taught by the Aquatic Director for the club, Laurelbelle Bookstaver.

Young men had been bringing their sports with them to their college campuses from before the turn of the century. Swimming having developed an international reputation from its inclusion in the 1896 Olympic Games and with the influx of prep school and YMCA boys attending colleges in ever increasing numbers after the turn of the century, the colleges in the Northeast and Midwest began to experience a growth in swim clubs. The college club programs by 1924 had grown popular and powerful enough to formalize an annual national championship swim meet. In 1925 and 1926, the winner of the first National meet was Northwestern University, followed by the US Naval Academy. In 1927, led by the University of Michigan, Midwestern dominance began. Being dethroned by Northwestern University every once and a while during this time, the University of Michigan won most of these early championships. It was not until a Northeastern school, Yale University in 1942, was the dominance of the Midwest broken. By 1937, the college club swim meet had become big enough and popular enough for the NCAA to step in and take control of college swimming. This was an era of American dominance, with the American college swim team becoming the model for training regimens throughout the world. This era lasted until Melbourne, Australia was awarded the 1956 Olympic Games. Competitive swimming’s second era began the day that Australia was awarded the Olympic Games. Prior to the 1952 Olympic Games, the Aussies, proud people, decided that they needed to do something to make a major contribution to their own games in 1956. Whether you accept this date or not, the importance here is that you must be aware, that swimming was never the same after those Olympic Games. The earlier date is the better of the two, because one nation, Australia, made a decision to give itself a four to five year head start on upgrading its training regimen, a regimen that would eventually be forced upon the world. The sport of the gentlemen clubs, the prep schools, the YMCAs, and the American college swim team, who had one dry-land session and one swim pool workout each day, would be changed forever.

The Americans came home from the Melbourne Olympics with two gold medals, one each for the women (Shelly Mann in the 100m butterfly) and men (Bill Yorzak in the 200m butterfly). For the first time in a long run, we found ourselves number two to the Australians. Something was not right, and it needed to be fixed!

By the end of 1956, the training discipline at the Berkeley City Club had produced two Olympic swimmers for the United States. The club operated out of a four lane (23 feet width) 25 yard indoor pool and had developed a nationally recognized age group program. This was in addition to their National Team members. Laurelbelle was hired by the club in 1948 to manage the pool and to create a program of physical activity for the senior women who lived at the club. Early in 1949, she received permission to offer swim lessons and workout each day, would be changed

professors did not, they really did not lead as much as they were forced by outside pressures to mirror the society they helped make. Almost every major field of study (law, medicine, business, engineering, science, etc.) originated outside the college, and the college community brought these new fields of study within their doors in order to maintain their position within the American society. The same happened to the sport clubs that had come with the students. In the early 1900s, President Teddy Roosevelt was forced to establish the NCAA as a means to control sports on campus.
workout lasted approximately an hour and a half to two hours, with lap swimming having set yardage established for each age group. The workout consisted of kicking (with a kick board), pulling (tying your feet together with a shoe string and sometimes with tennis shoes on) and swimming (incorporating all four strokes). The organized sessions had the swimmers broken into two groups, with one group racing against the stop watch while the other group recorded the times. Each swimmer kept a log of these efforts, which was reviewed weekly by Laurelbelle.

The yardage for the organized workout never got over 3,000 yards, while the lap swimming for the older swimmers approached 5,000 yards. This approach was what the better college programs were doing with the only difference being that most of the better college programs did not have lap swimming, just organized workouts. In terms of yardage, Laurelbelle’s amount was equal to that of the better college programs. The college programs did have dry-land stretching and some did strength sets using wall pulleys.

On that day, in late 1955, when I competed in my first swim meet, I was a product of a national caliber program that would be considered obsolete in less than a year. Soon after the first modern Olympic Games, American swimming had become one of the dominate powers, a position that we would hold up until the Melbourne Games. The training regimens that became the staple of American swimming came from the NCAA institutions and were passed along to the high school, YMCA, and prep school programs. Because of this, we came to understand to some degree of accuracy how much work was being done. Just like I was led to believe on the day of my first swim meet, we all believed our programs were cutting edge prior to 1956, but by the last day of the Melbourne Olympic Games we were running or swimming in programs that were obsolete.

To really understand swimming and training of this era, you need to read Robert Kiphuth’s book, Basic Swimming, published in 1950. The man’s dual meet record was 528 wins with only 12 losses over a 41 year career at Yale University and four NCAA team championships. His book, Basic Swimming, was the best book written on swimming up to that time. I do not know how many copies were sold, but I do know one group that bought it, the Australian Swim Coaches Association. They liked everything in the book, the drills, the stroke technique, and the workouts, though they did find the workouts a hair thin in yardage. This book became their model for the Melbourne effort, and the only change they made was that they multiplied the yards by three and the sessions in the water by two.

The Aussie swim coaches as a group do more than just coach. As a group, they own and operate swim schools, to which they attach their swim teams. This is how they make their money, which in turn allows them to live a somewhat normal life, get married, have kids, pay bills, and do all the things normal folks do with their lives. As these coaches took Kiphuth’s book and made it work for their own programs, these programs in reality

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**Personal Reflection & INFORMATION**

I have seen the swim logs from two Yale swimmers from the early 1950s, and I believe this statement to be accurate.

For me and to clarify for the readers, actual work isn’t measured merely by yardage accomplished, but how fast the yardage is done. One of toughest workouts when I coached would be 10 X 100 from a dive, all out swims over a two hour period of time. When I used this workout, I needed to set it up and then carefully plan the following week’s workouts to properly recover from the work we got done. Power and work are the same word in my vocabulary. If you measure the above workout using lactate and heart rates to indicate recovery rates, this workout causes some very difficult problems that needed to be overcome. To a very high degree, this workout approaches some of what the old school programs did with their organized sessions. Maybe the old-timers training sessions were not quite as “Mickey Mouse” as we have tried to make it today.
JASON DUNFORD, OLYMPIC RECORD HOLDER

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became the first real national age group programs in swimming history. The result could not be missed, as the Australians became the dominant nation in the swimming world during the Melbourne Olympics. They announced their arrivals as the new number one with a thrashing of the rest of the world in both men and women’s events and world records. The world swimming community was introduced to a new and more competitive era, and like it or not, the choice was to react and adjust our programs to meet theirs or else remain beaten. At the time, as a swimmer back in California, I remember the shock that went through the swimming community. As a boy who had already decided to be a swim coach, I began to read everything I could get on the Aussie swimmers and their coaches, especially Forbes Carlile and Don Talbot and their maverick track Coach Cuettery, and then every swim coach who had a medalist. This brought me knowledge of programs from Hungary, Japan, the Soviet Union, Great Britain, South Africa, and Germany.

I remember an Australian coach stating, during an interview at the conclusion of the Games, “that world swimming, let alone the Americans, could only hope to catch up with Australia over the next decade because of the development of the Aussie age group program.” This statement should be proof to the reader that it is best to keep one’s mouth shut when one doesn’t really know what the other guy is doing. The problem was that this coach, didn’t know, that the age group program was well underway in the United States. The YMCA movement, which already existed, was growing nationwide. Second, the growth of the AAU swim team was just beginning to explode throughout the country, especially in California. In fact, if one looks at the 1956 Olympic team, the American age group programs were already having a positive effect. The men’s team had Frank McKinney (100m backstroke bronze medalist) and George Harrison qualify for the team as high school juniors. The women’s team was fifty percent age group swimmers who came home with the majority of the American medals (Silvia Russka- bronze medalist in the 200 IM, Carin Cone- bronze medalist in the 100 backstroke, and Nancy Raney- silver medalist in the 100 butterfly). The future of American swimming was on preview.

To further help explain this, I will use the West Coast as my example, because I was there and knew it well. What was happening in California was beginning to happen throughout the United States. In the Los Angeles area, Peter Daland and his LAAC swim team was just starting to blossom, while Don Gambril was building a second great program in the Rosemead area of the greater Los Angeles area. In the greater Bay Area of California (San Francisco to Sacramento), George Haines had build a

**Personal Reflection & INFORMATION**

The formula for actual work being accomplished during a training session is that work is equal to yards multiplied by the intensity of the swimming. Almost everyone in 1956 measured the Aussie program by the yards that they did daily.

Almost everyone missed the fact that while they had tripled their daily yardage, they had also made a major adjustment to the intensity at which they swam. They had increased by three hundred percent the yards done with only a two hundred percent increase in time to get the yards done.
program that was destined for greatness, the Santa Clara Swim Club, while Sherm Chavoor was doing the same thing with his Arden Hills Swim Club in Sacramento. So, while the Aussie coach was making his prediction of a decade of Australian dominance, the American age groupers, ten-fold larger in numbers, were perched and ready to explode on the swimming world. By the 1960 Rome Olympics, America was back on top in the world swimming community because of their own age group program.

I give full credit and my full respect to the Australia Swim Coaches Association, and therefore to all of the Australian people, for what they accomplished in their national effort and its success in both hosting the Melbourne Olympics and in their domination of the swimming competition. In my opinion, it was a positive step for the sport, the participation in the sport, and therefore, for all of mankind. It is not often in human history that one person or groups of people come together in a common effort to change for the better how we go about the task of living life. Australia, you did it!

Almost overnight, the American swimming community reacted to Melbourne in a very positive manner. I was still a swimmer, and not a very good one at that, but the increase in yardage was hard not to notice. I had graduated from high school in January of 1959, and I started college at the University of Washington in September of 1959. From the 1956 Olympics on, I noticed that Laurelbelle’s organized workouts increased by about a 1,000 yards a session while the lap swimming days also increased by at least a 1,000 yards. I say it this way, because a whole lot of people, including me, were measuring work output by the distance covered daily. In fact, many today still view this as a fact and a truth. Because of her job requirements, Laurelbelle was limited in the changes she could make until she moved her team over the hill to Orinda in 1960. The organized workouts increased on average another thousand yards with lap swimming no longer in existence. It slowly dawned on me that the organized workouts were getting a lot more difficult, and I finally figured out that it had to do with swimming speed and not merely the increased yards being done.

When I arrived at the University of Washington, I found that my new team program was a throwback to the earlier era. At the end of my junior year, my college coach, Jack Torney, retired. We had organized workouts five days a week, stood up daily and competed against each other, and timed continuously. Jack Torney was a good man, a good friend, and a good teacher, but the sport left him behind. His handpicked successor was John Tallman, who was probably the best swim coach that nobody has ever heard of. John was a graduate of both the University of Washington and its swim program. After a stint in the Navy, he along with two of his Washington teammates founded the Olympic Swim School, which had three separate locations in the northern and eastern Seattle area. John was located in the Lake City area, which had two pools (one 20 yards in length, 30 feet in width and four feet deep, covered by a bubble and a second uncovered pool, 20 meters in length, 42 feet wide, with a sloping bottom from four and a half feet to three feet of depth and the shallow end went into stairs rather than a simple wall). It was here that he began the Cascade Swim Club. In the state of Washington, Cascade Swim Club became one of the two dominant swim teams. The other one was Tacoma Swim Club. The Cascade Swim Club’s training pool was one where you had to turn into stairs at one end rather than a wall. The summer before John took the University of Washington swim coach job, he produced National Champion Steve Krause in the 1500 meter freestyle with a new world record time. Today, no one would believe that the 1500 meter record could be produced out of a shallow twenty meter pool with only one turning wall. I know better. The record he broke was Roy Sarri’s, the gold medal winner from Olympic competition.

For me personally, swimming did not really change much until the arrival of John Tallman in September of 1962. Before Tallman, we did do work and we did get into some semblance of shape. I do believe this is worth some thought, for maybe the old way was not completely wrong? However with the arrival of John, the time required was basically doubled. The first thing he did was to begin a serious dry-land and strength program. He brought in pace clocks. After the
warm up, everything you did for an hour and 50 minutes was tied to that darn clock (it never got tired and it never slowed down). I was his first team captain, and to say that he and I had communication problems is a major understatement. By the end of that season, though I had swum all best times and the man started to make sense to me. In 1962 I was Pac 6 Champion (the Pac 12 today) in the 100 Freestyle, to which many who know me and know my love for distance freestyle will find a bit ironic. I graduated from Washington in December 1963, and I was a graduate teaching assistant in the Physical Education Department until I got my M.S. degree in June of 1965. I ran community swim pools and swim teams during the summer from 1961 to 1965, and even though I had applied for and been awarded the open position of Lecturer in the Physical Education Department, this was not what I wanted to do. I wanted to be a coach, which meant I needed John’s approval. It wasn’t the first or last time I would learn a valuable lesson that one’s behavior had a price attached to it! The man put me through several difficult weeks of asking if I had the ability to shut up, listen, and then react in a positive manner (from May through August, 1965) until he announced my appointment in late August of 1965.

What happened for me in 1957 with Laurelbelle, and then again with John Tallman in 1962, were opportunities to stay tied to the sport to which I loved. When the first West Coast University, USC, became the NCAA champion in 1960, a clear transition from the old way of training to a new and different norm had been achieved. This widening of new and different influences continued from that day on as seen by the variety of schools that became NCAA champions. The Southeastern Conference joined that list of winners in 1978 with University of Tennessee’s win. When the Southwest Conference and the University of Texas captured the title in 1981, the sport of swimming had finally become competitive and representative of all sections and regions of the country!

Swim training prior to the start of 1956 had been one way, except in Australia, and after 1956 it became something quite different. When that Aussie coach bragged about a decade of Aussie dominance, he simply did not have a clue about Americans. Laurelbelle Bookstaver was running a very successful age group program as part of the AAU’s Pacific Swimming Association, but there were others in the area almost as good, and a few that were better (or soon would be!).

George Haines founded the Santa Clara Swim Club in 1951. His swimmers swam at various motel pools, plus the Stevens Creek Reservoir, until the Santa Clara High School complex was completed in 1954 (a 25 yard, six lane racing pool four to five feet deep, a 20 yard, four lane teaching pool that was three feet deep, and a 20 yard, four lane diving well that was 12 feet in depth). George filled that new facility with well over 100 swimmers, and by the end of 1956, he had added morning workouts, circle swimming, and the use of pace clocks to his training program. George was famous for mixing his sets with equal combinations of drills and hard work, creating swimmers that were know for their proper technique and conditioning. Out of this program, he produced more Olympians, more Olympic medals, and more world records than any other team in the history of the sport. He was simply the best pure swim coach in history. Without a doubt, of all the American swim coaches, he made the fastest adjustment to the Aussie challenge. However, he did have to adjust! He ran standard workouts, going freestyle sets one day and IM swimming on the alternate days. His yardage was approximately seven to ten thousand yards in two workouts per day, six workouts a week, post the 1956 Olympics.

George Haines was a businessman, a self-made millionaire who built his fitness business, Arden Hills Swim and Racquet Club, into a major hotel and country club, while coaching Arden Hills Swim Club to national and international prominence. He, of all the American swim coaches, did not react to the Aussie system, as he simply outmuscled their system. He was a man who believed that swimming should be based upon swimming. He was, in reality, one of the first swim coaches to actually plan different workouts for different swimmers. So to many, his workouts did not look as organized as some thought they should, but his results made a strong case for him being right and others being wrong. He produced both distance swimmers, which he is most famous for, and also sprinters, who made the team.

He brought back resistance training to swimming by having his swimmers isolate their legs from kicking by adding an inner-tube that disabled both feet while at the same time causing greater resistance for the body in the water. His swimmers would always talk about keeping watch.

**Personal Reflection & Information**

George had critics who said his swimmers did not improve in the college programs. There is some truth to that, but the critics fail to point out that those who did not improve usually enrolled in schools with programs that did not come close to what they were experiencing within the Santa Clara workouts.

Sherm Chavoor, a product of a Sacramento YMCA program, was a Navy middleweight boxing champion from the Pacific region in 1944 and 1945. He was more than a tough guy; he was also a businessman, a self-made millionaire who built his fitness business, Arden Hills Swim and Racquet Club, into a major hotel and country club, while coaching Arden Hills Swim Club to national and international prominence. He, of all the American swim coaches, did not react to the Aussie system, as he simply outmuscled their system. He was a man who believed that swimming should be based upon swimming. He was, in reality, one of the first swim coaches to actually plan different workouts for different swimmers. So to many, his workouts did not look as organized as some thought they should, but his results made a strong case for him being right and others being wrong. He produced both distance swimmers, which he is most famous for, and also sprinters, who made the team.

He brought back resistance training to swimming by having his swimmers isolate their legs from kicking by adding an inner-tube that disabled both feet while at the same time causing greater resistance for the body in the water. His swimmers would always talk about keeping watch.
When Sherm was walking the deck while you were swimming his hand would often disappear into his pocket, this meant the stop watch was being turned on, and you were being watched carefully. When the man had the watch on you, it was a time to perform, or the yelling would start! His formula was 20 percent kicking, and 40 percent for both pulling and swimming sets. His yardage averaged for his senior level swimmers between twelve and sixteen thousand per day with two workouts per day, six days per week.

Peter Daland had so much to do with modernizing the sport of swimming, it is impossible to list it all, let alone try to explain it. Peter was Robert Kiphuth’s assistant at Yale before he moved west to take over the swim coach position at the University of Southern California and the Los Angeles Aquatic Club in 1951. Kiphuth had founded Swimming World Magazine, or Daland had actually started it and gave credit to Kiphuth, but under either circumstance, Peter brought it with him to California, where it became a major information source for the swim community over the decades. Right after the 1956 Melbourne Olympics, who should appear as swimmers on the USC team but Jon Henericks and Murray Rose, two Aussie 1956 Olympic champions, plus the best Japanese freestyler.

Once again, he was one of the first to train over distance, the first to go a 3300 yard for time that most swimmers have been forced through at least once, considered special stroke work for the different strokes, and did not have just one workout for everyone every day. Best of all, he shared his training methods with us, which wasn’t all that common an action by most coaches at that time. One cannot put yardage averages on this man because it was all based upon time of year and who was swimming for him at the time. However, he did after 1956 increase his yardage and go two workouts per day. Do not ever forget, this is the man who brought the west coast its first NCAA team championship, and through this accomplishment, he made the sport a truly national sport.

In Dr. James “Doc” Counsilman, the Indiana swim coach, we were introduced to the person who would educate the swim community of American coaches. He explained the science of human movement in the water so it was understandable to us. He was an excellent swim coach, but he was also a noted scientist. His research was aimed at answering questions about what we were doing and why it does or does not work, kept us informed on what was going on across the country and the world, why it was going on, and then how it was being implemented. Doc’s Indiana swim teams dominated NCAA swimming from 1968 through 1973, and it would have won the five team championships prior to the first one in 1968 if its football program had not been on probation, which sanctioned the University’s program during this time.

Doc’s swimmers set many world records and brought home all three colors of Olympic medals, but what he really did for American swimming was educate us. His book, The Science of Swimming, is the best text book ever written. His almost constant research and reports on and about our different training regimens pointed the way to improvement in our sport. He was always interested in what was going on and the procedures we all used. He questioned and then went out to find answers to those questions that benefited us all, because he reported all of his findings. We would not have reached the consistent highs we have attained without his having pointed the way. A scientist who was one of the very best of us!

Excluding time with my family, my time with John Tallman was the most rewarding three years of my life. John made me crawl to get my job, and knowing today what I now know, I would have crawled 100 times the distance. 80 percent of what I did with my program was rooted in what I learned from him. John Tallman was well ahead of his time. He allowed me to observe things such as running pain measures against pulse rates that were so constant that they would blow minds today! One time Harvard requested that one of their Harvard trained doctors speak with John about world record holder Steve Krause in an attempt to get Steve to enroll at Harvard. When I watched John speak with the doctor for over an hour about liver function, I fully realized how smart John was.

I have since learned that John was a genius with an IQ over 170. He never stopped reading or questioning. During his team meetings, within five minutes, everyone was asleep except for the nuclear physics major! Yet, in a one on one meeting, he illustrated how a
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meeting should be conducted. He knew what every other program was doing because he took the initiative to call and ask. He even knew when they were trying to BS him, for he understood the limitations and possibilities in what they were attempting. He worked at being normal, but he just couldn’t do it, because he lived and operated at a much higher intellectual level. He thoroughly answered every question I had, and I always researched to make sure I was getting the truth. The only times I did not get the truth were when he said, “Dick, let me give that some thought and we will talk about it later.” True to his character, there was always a later.

John’s program was based on work output followed by a recovery phase that set up the next work output phase. Every workout was planned based on the previous workout’s results. On the few days that one of his workouts was not working, we would have the swimmers do some drills and then check their heart rate. If the heart rate stayed too high after the drills, we sent them home to rest.

I met with an East German doctor named Dr. Mauder, who had defected from Germany in 1977. Dr. Mauder told me about lactic acid levels and anaerobic thresholds that John had been talking about ten years prior. In fact, because of my experiences with John, I knew how wrong the East German model was after talking with Dr. Mauder. That was the moment I knew their program was directly tied to drugs. Dr. Mauder described their program as two workouts a day at anaerobic threshold (just like my Berkeley City Club lap swimming days). They then added a third workout, which consisted of an hour of all out sprints. If the East Germans were doing what was described, they needed something to increase the speed of recovery. The only answer had to be drugs. We have since learned that the East German swimmers saw a doctor each day. They would have a daily visit to the lab, where they would receive shots. We also know that they did several muscle biopsies on all their swimmers.

John taught me the key to the amount of actual work accomplished was directly tied to the intensity that one swam (and not how far one went). I learned to view swim meets as part of the training schedule, because work gets done during swim meets, and you have to account for that in workout planning. This is where John’s concept of individualized workouts became even more valuable.

As I mentioned, during my three years as John’s assistant, I learned that he knew what everyone was doing. After discussing training ideas with other coaches, he analyzed what he learned, and we tested what he liked. After testing, we would sit down and discuss the pros and cons of what we did.

After three years as a university assistant coach and one year into my marriage, I needed to get a job where I could earn a decent living. While I had learned a lot as a university coach, and I could not place a dollar amount on that knowledge and experience, I had very few dollars to my name. I needed to move on, so I moved to Cal Berkeley as a doctoral student in their School of Education. Since I had never stopped taking classes, I had only a year of coursework to do and the required dissertation. In September of 1967, my wife and I moved back to California and bought a home in Pleasant Hill. While working on my doctorate at Cal, I taught physical education and became an assistant swim coach for Pete Cutino.

With a shaved head, Pete was a bigger version of Mr. Clean. At that time, Berkeley’s primary aquatic sport was water polo, although his position also required that he coach swimming. Like Haines, Pete was a natural coach and great communicator. His office was always open, and his swimmers and polo players frequently used it as their own. Each day I would park my rear in the corner of his office and listen to every joke known to mankind. The Cutino family was Sicilian, so I heard every Italian joke possible. However, at the appropriate time, Pete would stand and say “let’s go to work”, and they did.

The Berkeley athletes worked as hard as any group of kids with whom I have been associated. From this experience, I made my own team rule that my office would always be open. Every thought, view, and topic could be expressed, but when it was time to go to work, the work would be done on time and done properly. I even went further by allowing my swimmers to “bitch” during workout provided that it did not interrupt me, and that the kids made their send offs.

During my year of classroom work at Berkeley, I met Dr. Franklin Henry, who was the best physiologist ever. He devised the theory on specificity, and then he proved his theory. This theory is the only proven theory in the field of physiology, and therefore, it is the most important element of any training program.

Old man Franklin stood about five and a half feet in height and weighed about 120 pounds. He was the meekest person I have ever known, until he got behind his desk. Then he became a tyrant. He would ask, “Mr. Candidate, what are your sources?” He would then ask the candidate if he had read a number (usually more than 10) of research papers that did not agree with your thesis. “Why have you accepted that point of view?” “How do you know you are headed in the right direction?” The questions never ended, and your time in front of him made you sweat into your underpants. However, when you finally heard “Mr. Candidate, when did you begin to get smart?” you knew your time was worth it!

At Berkeley, I was required to take a graduate statistics class, so I chose to take a course not in actual statistics, but in Verbal Statistics. By the end of the quarter, I was still awful at statistics, but at least I knew when and why to use the various statistical tests available. For my final project, I looked at five years of the Research Quarterly, which at the time was the gold standard for Physical Education research. I reviewed over 400 papers, and of these, approximately 20
had used the right statistical test. In every one of these papers with correct statistical tests, the name Dr. Franklin Henry could be found as either the author or the faculty sponsor.

In June of 1969, Pete Cutino helped get me the job of Associate Professor and Head Swim Coach at Cal State Hayward (today known as East Bay). It was the newest of the 18 campuses that made up the state system. The swim team was three years old, had zero wins, and was the last place team in the Far West Conference. At that time, it was a commuter school, with only one privately operated dorm that housed less than 300 students. At the same time, Pete and I agreed to form the Concord Swim and Water Polo Club. Concord had a 50 meter swimming pool. It was in an “L” configuration, with the shallow end of the pool fusing into a 25 yard, 10 lane swimming area.

For the first time in September of 1969, I became a head coach of not one, but two programs. My daily commute was a little less than a hundred miles, as I had to go from home to the university pool at Hayward then to Concord Swim Club.

During the summer before starting at the Hayward, I coached a summer league team in Lafayette, California. I used this as an opportunity to recruit high school swimmers to field my first swim team at Hayward. At the first team meeting, I had ten new swimmers joining the twenty returning swimmers. In my mind the meeting went well, and I told the team we would have our first workout the next day to evaluate what we had.

I then drove from Hayward to Concord,
which took about an hour, where we had our first try outs. We signed up over one hundred swimmers, ages 6 to 18, with a 50/50 split of girls and boys.

The next day at Hayward, I had 10 swimmers. It appeared, as amazing as this may seem to those who know me, that none of the 20 previous swimmers wanted to swim for me. Over the next month, I convinced five more swimmers out of my swim class to swim for me. That year, we won seven dual meets and placed fourth in the conference behind Chico State, Cal Davis, and Humboldt State. At the NCAA Division II Swim Championships, we placed twelfth, with the one qualifier scoring in all three of his events.

The Concord Swim Club also did very well in their first year. By our second year, the club was regularly producing swimmers ranked on the national age group list. Together we worked hard and were able to produce some very good age group swimmers. One of our swimmers from that initial group was recruited by Cal after that first year. Also during this time, I discovered that I had some really good ideas, but I also had a few really bad ideas. Over the next two years, the University swim team continued to climb in the conference standings, eventually reaching second place, four points behind Chico State, and seventh place at the NCAA Championships. I also had my first NCAA individual champion in the 50 yard freestyle. To think most of you know me as only a distance freestyle coach.

I made adjustments to my program based upon who was swimming for me, while also learning to run a program that allowed for different sets to be run for different people at the same time. At Cal State Hayward, I had eight lanes. I standardized my warm ups, followed by a kick set, that culminated with an easy swim that prepared the swimmer for the main set. Then we would have four different sets. I had two lanes for the distance/middle distance freestyle workout, one lane each for the strokes (backstroke, breaststroke, butterfly, and IM), and I had the last two lanes for the sprinters. If I was not one of the first to have this much diversity in a program, I would be surprised.

While at Concord Swim Club, I was a big believer in a distance background for every age group swimmer. I alternated a freestyle day with an IM day. When I was a swimmer, I noticed that every time I died at the end of a race, my legs were the first to go. Within 10 yards, my arms would also go. When your legs and arms are gone and you cannot float, you are drowning. Because of this, kicking became a part of every workout I gave. The swimmers kicked with a kickboard, placing their hands flat on the board three to six inches below the top of the board, putting pressure on the finger tips to keep the top of the board flat on the water. This is the same kind of pressure the swimmers would use when their hands entered the water while swimming. I saw and still see this as my attempt at being specific.

During this time, I visited Sherm Chavoor, and liked his use of the inter-tube in his pulling sets. I had already figured out that no matter how fast you kick or pull, you were not going as hard on the body as you did during swimming. To this day, and tell me I am misinformed if you would
Jochums (Continued)

**Personal Reflection & INFORMATION**

A woman taught me how to swim. At Hayward, the Physical Education Department was a throwback to another age, as the department included dance. From these experiences, I have noticed that women teach sport differently than men, and their methods were much closer to those teaching dance. Men, on the whole, teach skill, while women teach movement. Men break a movement into parts and teach by the 1, 2, 3, 4, and 5! Women and those in dance teach by asking the athlete what they are feeling. The more I looked at how the women were teaching, the more it made sense. Consequently, as a coach, I started to ask my swimmers “What is your hand doing?” I continued to ask this until they concentrated hard enough to properly explain to me what their hands were actually doing. I started to sound more like Laurelbelles than Vince Lombardi, and I saw my swimmers’ strokes improve because I found one more way to make them responsible for their actions.

like, but I do not see how strength in the weight room is transferred to the swimming pool. Using the tube made sense to me. It was not a waste of time or effort and I was still giving the swimmer the psychological benefit that they received from the weight room.

In addition to Pete, two more men were responsible for my hiring at Hayward. Dr. Robert Morford, the Chairman of the Department of Physical Education, and Dr. Lew Comer the Director of Athletics. Bob was teaching The History of Sports and insisted that I take over teaching the class. For a full year, Bob met with me, gave me his lecture notes and some recommended reading, and then shared some of his personal experiences that gave me insight into the real world of sports. His father had been a professional British military warrior. Both Bob and his father’s whole life was in service to the Asian empire, and their British passports were labeled British Citizen, Asian (White)! Bob was a product of the British public school system, where the history and development of sports and games cannot be separated from the British public schools.

During my second year, I taught History of Sports. I based the course on building an understanding of the ancient Greek warrior society, and then using this Greek concept as a standard to measure the history of sports to the present day. The Greek philosophy is based on the concept of "Agon", which is the process of living in a correct and good life, resulting in "Arête"**, the victory. In the ancient world, the process that led to the outcome, rather than the victory itself, was most important. For the Greeks, Agon involved both physical and educational challenges. This was a moral code, and without it, fame could not be gained. If the Greek did not abide by the Agnostic code, he would not be granted Arête". Once the students understood how this system worked, we went through the other Western cultures using this Greek standard as a measuring tool. This philosophy became the backbone to what I believed and I applied it to my swim program.

In August of 1971, I moved to Cal State Long Beach. The athletic director was one of the men who had hired me at Hayward, Dr. Lew Comer. Coming to Long Beach, I agreed to become Don Gambri’s assistant coach for one year, while also agreeing to be the Head Coach of Phillips 66 Long Beach Swim Club. Don was a great coach who taught me two of the best lessons about coaching. First, I learned that to get what you want from a swimmer, you have to ask for it and not settle for anything less than the agreement that you negotiated with that swimmer. Once this agreement is set, you must set up your workouts to show the swimmer that what you are asking for is possible. Second, he taught me operational skills, which included establishing an organization that would help me make money. Loving to do something is good; loving to do something that lets you make a living is better. Gambril taught me how to make money in swimming without sacrificing what I loved, the coaching of the athletes.

In 1972, Don went to Harvard and led his new team to the 1972 NCAA Championships. At the same time, I led my old team and my new team, Cal State Long Beach to the same NCAA Championships. The day after NCAAs, he moved his family to Seal Beach and was once again Head Coach of Phillips 66, while I assisted Don again. Don took Phillips through the 1972 Olympic Trials, held in late July, where he earned a spot on the Olympic staff. After returning from the Olympics, he moved back to Harvard for the 1973 swim season.

At this point let me pause a moment and review my experiences. My first swim meet was in 1955 at the Athens Club in Oakland, where I got to watch two of the five swim coaches who were a critical part of forming American Swimming as we know it today, George Haines and Sherm Chavoor. Within a year, I met Peter Daland when he pushed off crooked into my stomach, while showing Laurelbelles this new thing called a flip turn at one of our practices. Laurelbelles, my club coach, was already ahead of her time and doing her best to promote and direct the sport in a positive direction for all. In 1962, I met John Tallman, and by 1965, I was his assistant. It would not be until 1971 that I met Don Gambril, but I had already read about him and
knew a hell of a lot more about him and his program than he would ever know about me. Within six months of my move to Long Beach, I would have the honor of meeting Dr. James Counsilman, although I had been reading his papers since 1965. I think I have read everything he published from that time on.

As I mentioned, five men took American Swimming back into prominence after the 1956 Olympics. While there are many more names that I could mention, and I am sure that these men learned from others, the truth is that these five stepped forward, pointed the way, and gave us a shoulder to lean on when we were down at the end of 1956. Just like during the first era of swimming, when the Northeastern and Midwestern Universities were the programs to model after, these five men produced a more diverse set of norms that were still within the limitations as to what were acceptable training regimens.

As a young man, the Jochums’ family rule was the only way to do something was the right way, and you were not allowed to walk away from the task until the task was completed the right way. You were expected to know right from wrong, the reasons for those results, and not make the same mistake twice by doing it the wrong way twice. Naturally, when I became a swim coach, I built a base of knowledge from my own personal experiences while these five men pointed me in the right direction. I got a head start because I had learned to accept nothing at face value, to question everything until I understood and could accomplish a task, and be able to quickly know if I was headed in a positive or negative direction. After meeting these five and the three I have added (Laurelbelle, Pete Cutino, and John Tallman), I watched each of these gentleman and the one lady work the deck always asking the following questions:

1. What are they doing, and why is it being done?
2. Is it working, and if yes or no, why the result?
3. Is this the best way, or is there a better way?
4. What would you keep, and what would you change?

By the time I graduated from the University of Washington, I was a decade into questioning everything I saw. I now had five people, the original four plus Doc Counsilman, whom I knew really well. I was then blessed with the opportunity to learn from John Tallman, who was my sixth mentor. My seventh mentor was Pete Cutino, and the eighth was Don Gambril, who allowed me to spend a year working side by side with him on the pool deck. I had so much knowledge and information that I knew I could not fail.
I was up to eight mentors or partners, whether they knew it or not! I trusted them. I learned from them, and I called upon their lessons as I became a head coach. The Cal Berkeley classroom just added to the practical experience I was living. This all helped me in my decision making when determining the “why’s” and “how’s” of building my program.

I had been a Head Coach at Cal State Hayward for three years and at Cal State Long Beach for an additional year, but it was the beginning of the 1973 season that a true test of my abilities awaited. I would either succeed in holding Long Beach Swim Club in a creditable place with American Swimming or I was going to be gone in short order. In 1973, American Swimming still fell under the AAU, and my regional association was with the Southern Pacific Association. When American Swimming left the AAU, all the associations moved with American Swimming and became LSC’s (local swim committees). The associations kept their rules about club foundations, operational guidelines, general rules on behavior, and specifically recruiting rules between member clubs.

From May of 1971 through the entire year of 1973, my fellow members of the Southern Pacific Association showed an “ongoing concern” for the members of my swim team by calling to ask them how they were doing. To the readers of this paper, this can be a tough way to make a living in several different ways.

I had already put my base program into action in 1971, and while I stepped back on Don Gambrell’s return, I restarted this base program after his departure. In the American Swimming community, the debate on yardage had already begun, sprinting versus distance training, dryland versus strength training, water time versus strength training time, and cycle training. We had once again established our dominance in the men’s and women’s events. At the same time, some people began to look at Track and Field workouts, and those people compared them to swimming workouts.

A track athlete’s cycle training program was gaining popularity, while Chavoor’s distance model was falling out of favor.

By this time in my coaching career, I had already taken a thorough look at what some of the great coaches were doing in their sports. When I was a kid, Pete Newell got so tired of throwing me out of the stands at Cal Berkeley basketball practice that he let me shag balls for him. Bill Bowerman (University of Oregon track coach and co-founder of Nike) answered my questions as to why track athletes train so differently from swimmers. He explained to me that because water supported the body, the body did not experience the constant hammering of the ankles, knees, and hips like they did in track. Swimmers did not need cyclical training that included easy practice days to survive.

Since I had constantly asked questions and designed my program based on my experiences or things I had learned or stolen from my mentors, there was no need for me to get involved with any of the disputes. I knew exactly what I believed and why I believed it, and I had designed the framework by which I was going to live.

I was determined to base my program on the Greek concept of the Agon-Arête’ model. In all probability, we were one of the few, if not the only program in the swimming world based on a philosophical foundation. To make my program even more unique, I was not going to just talk about specificity; I was going to practice it daily. I practiced my whole training concept as close as possible to what Dr. Franklin Henry had preached about specificity in that classroom at Cal Berkeley.

Each workout started with the same warm up followed by a 1000 yards of kicking, always on the clock, followed by a 200 loosen to prepare for the major sets (the thing to be accomplished that day). Depending on who was at workout, the number of different workouts could depend on the number of lanes available. The swimmers than pulled a lung buster (a breath control pull), completed a pulling set, and then performed another lung buster. We then had a quick evaluation of what had happened that day, and we finished with some minor swimming or drill sets for the day. Just like at Hayward, my Long Beach program was doing its own thing!

While almost everyone else in swimming was measuring their program by weekly yardage totals, I was making the intensity levels the important feature. Very few other programs, if any, focused on the specificity of the swimmer’s actual events in each workout. Regularly, there would be eight workouts taking place in the available eight lanes, with each workout designed for the swimmers in each specific lane. All my workouts were designed to find the balance between quality and quantity, with quality directly tied to actual race speed and race paces. Every day we planned to get to race effort, race pain, and race speed during the main set. We had one major set to accomplish each day, not one each workout. I did this from my first day in Long Beach, and this would continue into my time in Arizona and Santa Clara. I never ran doubles; I ran one workout in two parts (AM and PM). My training design was based upon improvement from the major set the previous day. If you want to understand...
Neither first place, nor failure defines in a lifetime of personal experiences. It is the meaning of each breath of life. Through the training process, one can learn the beauty and with your strengths. Knowing that you can work through problems, and knowing that you can cover your weaknesses, knowing that you can understand the importance of the process.

"Each one of us is only given one journey. But if we enjoy it to the fullest... every, every minute of it, one journey is enough." (Excerpt from “The Journey Not the Arrival Matters, Juliet Nelson)

I asked my athletes to be the best that they could possibly be each day, each week, and each year. Being the best they could be was a moral commitment. I believe with my brain and heart that this commitment gives every participant a chance at really winning. While first place is recognized, sport has never only been about place. It is about knowing who the hell you are, knowing your strengths and weaknesses, knowing that you can work through problems, and knowing that you can cover your weaknesses with your strengths. Through the training process, one can learn the beauty and real meaning of each breath of life. While first place is the goal, just like failure, it is but one fleeting millisecond in a lifetime of personal experiences. Neither first place, nor failure defines you, but they are one of many experiences that will be part of the total that when added altogether is you.

My critics said that my type of program would not work, but it did! I never kept a secret; I always told the swimming community what I was doing. I answered every question honestly. I never quit making adjustments to my program based upon what I observed and from what I learned by listening to the swimmers. Yes, I listened to those who were doing what I ask them to do. From Tim Shaw and Bruce Furness, to George DiCarlo, to my last Olympian Tom Wilkens, to name just a couple of the many swimmers who to this day still mean so much to me and to the success I was able to achieve. Try it. You might find out on certain days that there is only one stupid person in attendance, and if you can find a mirror, you will be able to locate that person. From 1973 until I left coaching in 1989, and then on my return to coaching in 1995 until I retired on the first day of 2007, we were a favorite destination for many in the swimming world community.

Ironically, my fellow American coaches had a harder time believing what I had to say than coaches from around the world. Most of these folks thought I exaggerated what I did and how fast we did it, and they thought there was an easier way. It’s a good thing that it was never said in front of my Dad when he was alive, or you would have been rewarded with the top of the man’s ears turning bright red while at the same time, rising up at least an inch on the sides of his head; then you would have heard him (the longer of the two lines) call this boring, and those who really dislike me (the longer of the two lines) claimed this as proof of my total lack of creativity. My answer has never changed to this charge: I always knew, and of even greater importance my swimmers always knew, the necessary action needed for improvement. My rule for each and every workout was if I couldn’t explain why we were doing something, then the athletes did not need to do it. In doing it my way, as a coach, I wanted to create a partnership with the swimmer. This allowed them to slowly begin to take responsibility for what gets accomplished, because it becomes their workout. And this is only the beginning of them understanding the importance of the process.

Personal Reflection
& INFORMATION

I’ve seen a lot of races won, and many of these so called winners don’t have a clue as to how good they could be. Worst of all, some have no real clue as to whom they are. I coached too long, and all too often I saw some of the walk-ons hiring those who received swimming scholarships. There is nothing wrong with that, unless someone is not close to reaching their potential. I have learned that falling short of a realistic goal is just as much of a habit as reaching a goal. The end result depends on who the person is. The person’s background will give you the answers to why what happened actually happened. Sport does not build character, but you sure find out about character as you train and watch a person compete. If you like what you see, reinforce it! If you do not like what you see, help that person understand his action and help him correct it.

I am now both a retired swimmer and swim coach, and there are things that I learned from both. As a swimmer, a sprinter no less, I learned that if my legs were not in shape, I was in trouble! Therefore, we kicked in my program. Personally, I believe in weight training, but I prefer using a better and more accurate term, resistance training. After reading well over 100 studies that supported Specificity, I know statistically, strength does not transfer from one angle to a slightly different angle as part of the same movement. Since this is a statistically proven truth, how does one believe that what we do in the weight room transfers to the pool? Some argue that as a person measurably gets stronger in the weight room, they will automatically be stronger in the water. The problem with this is that
Personal Reflection & INFORMATION

There is a huge difference in how you swim a race in a long course pool versus short course pool. The short course pool can be powered, while the long course pool must be technique. In 1972, Dom McKenzie, the 1968 100 meter breaststroke Olympic Champion, came to swim for Don Gambri and found me instead. He was a Doc Counsilman/ University of Indiana swimmer who was now in the Army. He was also a member of the USA CISM Team that was to compete in Iran in the spring. He explained to me that Doc taught his swimmers that the technique for the long course pool required you to set up your stroke rate at about 90 percent coming off the wall, and over the next 30 meters, you must build your stroke rate to 100 percent. Otherwise, you would die going into the wall.

Doc was right, you must build each length in the 50 meter pool, or you will tie up going to the wall!

The way we did resistance training was through our pulling sets. We used paddles that fit to the size of the hand, a lawn mower four inch inflated inter-tube (and I liked the ones with the stems best, as it served as a constant reminder to the swimmer that it was on), and a pull buoy for freestyle. I also used the same devices for pulling breaststroke, but later took away the tube and buoy for fins, as I saw fins and paddles as a better way to duplicate body motion of the stroke. For backstroke, we removed the buoy, and we never pulled butterfly. In all of my years of coaching, I never had a shoulder problem, for if used correctly these devices helped teach proper build alignment and positioning, while creating the resistance I wanted. Early in the season, we pulled more than we swam. During the competition season, we pulled as much as we swam. During the taper, we continued to pull about twenty percent of our yards to maintain and not lose strength. My equipment usage falls within my rules on being specific in what we do. Another way to accomplish this is through the buckets that Randy Reese uses. To be honest I never had or took the time to set up that system, but I have seen the results and done my own research to know that they work.

Pulling worked for me, because no matter how hard you worked the sets, it is only half the body doing the work; therefore, this was a break from the hard work of the swimming sets. As far as I’m concerned, kicking is also a break from the swimming set. I balanced my swimming sets with my pulling and kicking. For my swimmers, it worked because we achieved consistent race pace repeats during workout and this required periods of recovery after completion. My pulling sets all began and ended with a lung buster (a breath control stretch out with gear on), and it was always used to adjust and loosen up before the actual sets were called.

I included some other options in the program. We did tethered swimming, especially in the taper; swimmers did not go against the cord, but rather the cord pulled them. I did not go against the cord, because this leads to the body being more vertical than perpendicular to the bottom. I went with the cord extended fully, because this teaches the swimmer to find still water with his hand. To get their feet moving faster, both the Germans and Russians pulled their track sprinters behind cars. I remember the Russians winning the 100, 200, and 400 relays at the Olympics: I believe this works and if you can duplicate something similar in the water, it should be tried.

During the year, I would do some stroke counting, as I wanted the swimmers to have a pretty good idea
of swimming efficiency. The best way to do this is by one knowing how many strokes one takes per length when they are efficient. During taper, however, I demanded that efficiency be tied to stroke rate. For example, a swimmer takes 40 strokes a lap, turns over at seven seconds for five cycles and is timed at 30 seconds for that lap. In the taper, the swimmer stays at 40 strokes per lap, but we begin to bring the stroke rate to six seconds for the five cycles. The time for the lap becomes 26 seconds, which is a four second improvement. For those of you who still think Doc was wrong on his freestyle description I mentioned above, the answer is here if you give it some thought.

To taper means to rehearse, and it takes time to get the rehearsal right. Once again, tapers are individualized to a person, an event, and to the work that has been accomplished up to the time you begin to rest. You can still kick, pull, and swim, but you basically cut your work outputs in half and decrease the output each day to competition. A taper is so much more than merely rest, yet rest is key to whether or not your season is going to end positively. For my distance swimmers, the taper averaged between 10 to 14 days leading up to the swimmer’s first event. During hard training, we had a major set for the distance swimmers that averaged between 2000 to 3000 meters a day, with all of the daily elements adding up to 14,000 meters a day. The first week of the taper, we alternated 3 X 100 freestyle swims descending in time, 10 seconds between repeats, with 8 X 100 meter repeats at 1500 meter pace, with 10 seconds rest between repeats. It is important to note that when you have been averaging well in excess of a 1000 meters of race pace swimming a day, at least six days per week, the 300 and 800 meters during taper is much more race rehearsal. The last phase of taper, the final three to five days, the pace work for the distance swimmers was a pace 100 or 3 to 5 X 100 in preparation for the mile. This was our rest when compared to what we have done to get there. I know that there have been critics of what I did for taper and the critics were not just from the outside, but also within my program, but to me, the taper I offered made sense to me both physically and psychologically and to the swimmers who had done what was asked of them each and every workout session, it made sense to them as well.

Taper was also the time where stroke rate and stroke count were a part of the daily program. While I was not the first to do this, not many knew what I was doing. My rates were based upon five cycles, although today, most people use three cycles. During the 1998 Pan Pacific Championships, the Aussies handed out race analysis sheets for each swimmer and race. The American coaches liked this, the swimmers I had at Santa Clara loved those sheets and liked trying to outsmart me with them (they never did) and USA Swimming now makes this information available at most meets. In reality, this is the same information I gave to my swimmers during their taper. It was also the information I was shouting at most major meet warm ups. My numbers were lap times, splits when necessary, and stroke rates for the first and second half of each lap. I got this from John Tallman, and I would still be doing this today if I still coached. I am pleased that USA Swimming is finally using something that I practiced for 30 years.

During the 1986 Goodwill Games in Moscow, the Russians put a three man team (two cameramen and a sound man) to film and record everything I was doing and saying during warm ups. One camera on my two hands that held my two stop watches (the old fashioned chronograph watches), one camera on the swimmer I was warming up, and the sound man recording every word I muttered. The Russians always had an interest in what I was doing, and I never had a problem with being watched. The Soviet Union collapse began right after these Games, and the Australians recruited many of the better Russian coaches. They introduced this practice to the Australians, who formalized it with even more information.

During these Goodwill Games, I had a very famous Russian coach tell me that it took them a long time to figure out what I was doing, while telling me how disappointed they were that they did not think of such an easy system. I informed my friend that in the American Swimming hierarchy, neither the Russians nor John Tallman had anything to do with this, but the Aussies were the folks who thought it up.

At the beginning of this, I said that there were two eras in swimming, with the
second era having an added component that has affected our sport. The East German inclusion of drugs to maintain a corrupt and unscientific regimen is a tragedy, yet it is also a fact. It has spread to all in the swimming world community, even here in the United States. Drugs go against the purpose and meaning of sport! I do not believe that winning is worth their use, and if one accepts my definition of winning (the attainment of one’s full potential), then there really is no reason for their use. Drugs are nothing more than a crutch for those who are not smart, strong, or tough enough to compete in honest competition. There is a way to beat those who cheat, but you really have to balance what you are doing between effort and recovery; that requires consistent planning on your part, and that means you need to work at it every day. It may not be easy, but it is so rewarding when you whip them. I’ve been there, and have accomplished it.

Finally pulse count is a useful tool for both the swimmer and coach. I learned to use pulse counts in training as a means to measure where my swimmers were, along with measuring how beat up they actually may have been. I used a ten second count, which told me a lot. I used a full count (a ten second count as we finish a set, another ten second count thirty seconds after you finish the set, and the final ten second count a minute after the set). When your swimmer reports 39-22-12, you know a few things:

1. The person put in effort, as that is a heart rate of 234.

2. The recovery is good, because within a minute and ten seconds, his heart rate is back to 72. And yes, I had swimmers fall into this category (many more than any other program I know).

3. And with his count, the swimmer is ready for another hard repeat.

When your swimmer reports 39-36-32, either you have a real problem or the swimmer is fooling you. Hopefully the swimmer is fooling you; if not, you have beaten that poor young person almost to death and trust me, I did this too and it is not fun.

III. Conclusion

This program, my program, has been copied in one form or another throughout the swimming community. What I did was take the principle of Specificity and make it a training reality. Five men pointed me in the right direction, but a woman taught me a superior way to get proper technique. Greek history taught me the proper philosophy on which to base my program, a genius taught me how to put it together, and a Mr. Clean look alike taught me to explain this program so it became my swimmers program just as much as it was mine.

It was different at the time, and when my swimmers began introducing it to the world in 1973, it affected training regimens all over the world. It was cutting edge and I do not like that word, but when it produced its first world record, it was based upon both a philosophical stance on the meaning of life and scientific principles that are the laws of human movement.

I led the best way I knew how through
creating lasting partnerships that allowed for individual success to occur. My workouts were my classroom and I know that not every day was not without its issues, as I tended to ask much of those who asked much of me and just as John Tallman did for me, I wanted those who worked for me to be more than just sideshows to what was being achieved. The best who went on from my programs were the ones who asked the most questions, but also challenged what I was doing, but when you challenged you better be able to back it up.

For some that was not an easy thing for them to do. But to all of them and to others who will read this, you each have an opportunity to learn not just what I did, but to also take it further and do what you think is right for your swimmers.

USA Swimming is a special organization and the athletes that come into this sport every year are some of the best we will ever have in any sport in this country. Be a part of the process of their journey, it is something that will live with you forever.

**IV. Post Log from John Bitter**

“The journey not the arrival matter.”

- Created to T.S. Eliot and Montaigne

As a young swimmer who walked on at the University of Arizona and then as an assistant coach for two years at Arizona and 12 years at Santa Clara, I was fortunate to be able to be a part of what Dick was doing each and every day. The time spent being mentored by Dick was time I will never forget and will be forever grateful for being given the opportunity. The strength of mentoring is something that I strongly believe in and it is rooted in my time working with Dick and learning his program. But as much as Dick taught me what he was doing he also gave me some very sound advice, “Learn what I am doing, but also learn what I am not doing and be yourself when you are the one and don’t limit your learning for as much as I spent time creating a program that worked for me, you must also do the same for yourself.” What Dick presented to me, after telling my mother that he would never allow me to become a coach, was priceless. The stories he shared, the jokes we told each other, the swimmers I was allowed to work with, and the great coaches I was allowed to sit down with over dinner and talk swimming came about because of the mentoring Dick was willing to give. We had our moments and some of them were extremely heated and combustible, but they were born from an equal passion to provide the best opportunities we could for those who asked of us to be the best they could be. Today when Dick does stop by the pool, he recognizes some of what I do and also applauds the new things I have added, but he still asks me the same questions, are you building partnerships based upon trust and the learning of responsibility or is it just about the moment. I hope that I never fall into that category, for to achieve lasting success; it is never about the moment it is about the journey and the willingness to never see the arrival. The arrival is the end and at no point are we ever done learning and discovering what we can do to be the best we can be and as a swimmer who swam for Dick, I thank him for emphasizing this to me every day.
Introducing the Endless Pool Elite, a counter-current swimming machine that can revolutionize swim coaching. The Elite offers coaches a unique and unprecedented opportunity to analyze every element of their swimmers’ stroke, while providing both coach and athlete instantaneous, real-time feedback via multiple adjustable cameras and mirrors. Most importantly, the Elite is fast, strong and smooth — faster by far than any swimming machine on the market today — as smooth as the original flume in Colorado Springs. And with units as small as 8’ x 14’, it fits on any deck… and in any program.

“With the Endless Pool, your focus is completely on the swimmer. You can see them from the side, or you can walk around to the front. You’ve got a huge advantage in your observational techniques. Swimming is so complex. The ability to film the entire process and immediately show the swimmer what they did is fantastic. Then turn the pool back on and let them try again to fix it.”

Visit GoSwim.tv and watch Glenn use an Endless Pool Elite to coach top athletes.
The Endless Pool Elite
STROKE TRAINING TECHNOLOGY

Introducing the Endless Pool Elite, a counter-current swimming machine that can revolutionize swim coaching. The Elite offers coaches a unique and unprecedented opportunity to analyze every element of their swimmers’ stroke, while providing both coach and athlete instantaneous, real-time feedback via multiple adjustable cameras and mirrors. Most importantly, the Elite is fast, strong and smooth — faster by far than any swimming machine on the market today — as smooth as the original flume in Colorado Springs. And with units as small as 8’ x 14’, it fits on any deck… and in any program.

Dave Marsh, CEO and Director of SwimMAC

“Everybody knows that we have to train, but to improve in the sport you’re going to have to improve the technical side. For years at Auburn I trained my athletes in an Endless Pool—but the Elite we’ve put in at SwimMAC takes it to another level. It expands my ability to provide the best technical advice possible. The more quality tools you have the more innovative and creative you can be to build motivation for your athletes.”

Check out Dave’s new video series featuring the Endless Pool Elite at www.swimmaccarolina.org

Mike Bottom, Head Coach at the University of Michigan

“Our coaches are able to work with the athletes and communicate clearly with them. With the video and mirror system, the athletes are able to see the changes they need to make.

We brag that this is the best training facility in the country and I believe it is the best.”

Check out the Endless Pool Elite at endlesspool.com/elite and watch our new video.

Tim Murphy, Head Coach at Penn State University

“The Endless Pool heightens the swimmer’s kinesthetic awareness. They really like the mirrors, which give them instant feedback. I can control the current and challenge my swimmers to create and maintain speed. It’s just a real effective tool to make them swim faster and that’s what it’s all about.”

Watch Tim explain his use of an Endless Pool Elite http://swimswam.com/endless-pools-goes-ivy-league/

For more information call Joe Willard at 800-791-3485 ext. 249 or visit www.endlesspools.com
MANY THANKS! From the ASCA Board and Staff to all those coaches who have elected to become Life or Life Plus Members of the ASCA. Your decision has had direct impact on the reserve fund of the ASCA and helped perpetuate all the programs and activities that we undertake everyday. We decided to offer “Life Plus” as a way to allow members who are long-term professionals who regularly chose to attend the world clinic, a major financial benefit of their membership….paid forever…..never to see a rise in costs.

The faith placed in our organization by these almost 1200 members is very much appreciated. We invite all members of ASCA to investigate Life and Life Plus Memberships as a financial alternative to annual renewals and annual World Clinic fees.

All the Best,

John Leonard
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Swimming is a Technique Limited Sport. Failure by parent, coach, or athlete to recognize that dooms the athlete to temporarily and long term failure.

The Faster you Swim, the “Thicker” the water gets.

Which means that more resistance is presented by the water to the body moving through it, the faster you go.

So if you exhibit poor technique in either body shaping (shedding water) or poor propulsive movements, you have an increasingly harder time in going fast.

Conversely, if you have excellent body shape in the water and you use effective propulsive movements, you “de-limit” your future ability to swim faster.

It has been said that the biggest enemy of GREAT is good. That’s right in place here, because if an age group swimmer has GOOD technique, it’s very challenging to get them to change it if they “feel like” they are being successful.

Some age groupers are biologically and maturity “advanced” compared to their peers. At slow speeds, height and muscle will prevail over modest technique with a smaller swimmer. Hence, early developing age groupers will “win” competitively, over smaller athletes with good technique….because they are moving comparatively slowly in the water.

But as that 10 year old becomes 12, then 14, then 16, if they retain the same limited poor technique, they will experience a decline in improvement rate, or stop improving altogether (and some ding-dongs will call that “burnout”…it’s not, its poor learning of technique hence limiting you in your performance). No one stops swimming if they are still “succeeding” in their own eyes.

So, what to do?

1. Parents, make sure your swimmers are FOCUSED on learning good technique in all starts, turns and strokes.

2. In early years, through early teens, de-emphasize “winning” in favor of focusing on technique improvements…and only coaches can measure this.

3. Realize that “training more” will make you really good at poor technique unless you ALSO improve your technique.

4. Coaches, Read the above and make sure you “get it” as well as parents do, or better.

A swimmer with quality technique has NO LIMITS to their ultimate performance.

A swimmer with under-developed technique….has nothing BUT limits.

All the Best,

John Leonard

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