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See your photo posted here.

Guidelines for submission of photos for the *Page One Photo Bar* are listed on page 11 of this edition of DROPS.

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Guidelines for Submission



Lisa is in her 20th year with the Swim Omaha and Omaha Westside swim clubs in Omaha, Nebraska. She is the Club Administrator and coordinates the developmental athletes.

Lisa is also the Assistant Swim Coach for the Omaha Westside Varsity Swim Team.

Lisa graduated from the University of Nebraska at Omaha with a Bachelor's Degree in Education. She is a Level 3 certified coach with the America Swim Coaches Association (ASCA) and specializes in learning theory as it relates to the acquisition of efficient stroke technique.

Interested in expanding swimming in Nebraska, as well as elevating Nebraska swimming on the national scene, Lisa served 4 years on the Central Zone Board of Directors as the Age Group Championship Meet Co-Coordinator. Previously, Lisa has served on the Midwestern Swimming Board for 16 years in one capacity or another.

Previous DROPS Contributions

[My Firsts in Swimming – April 2009](#)

Why Do I Coach?

Lisa Ellis

Why Do I Coach?

Not because I expect you to be P.E. teachers, though some of you will be.
Not because I expect you to be coaches, though some of you will be.
Not because I expect you to swim in college, though some of you will.
Not because you are Olympic swimmers, though some of you might be.
Not because the competition, any competition, is the big picture or the final goal.
Not just so you can have fun, though I hope you do have fun.
Not just so you can relax, though I hope the exercise relaxes you.
Not just so you can be entertained, though we share many meets and trips together.
Not just to channel your excess energy, though I will.
Not just so you are out of your parents' hair for a while.
Not because of the financial empire I am accumulating.

Why Do I Coach?

Because life is more than academics, grades and homework.
Because you are the future—of everything.
Because the season's journey is more important than the result. To help you find self-worth and self-confidence in all you do.
To help you develop strong character and solid ethics.
To make you believe that "Together Everyone Achieves More."
To teach you that each member of the team is significant, and everyone contributes.
To watch you grow from 8 & Under runts into graduating seniors.
So you can have something to cling to when life is turbulent.

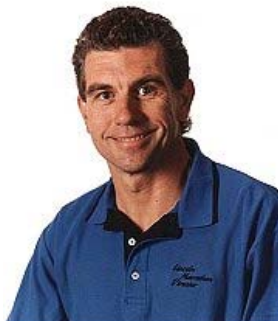
Why Do I Coach?

So you will always remember to dream big dreams.
So you will experience life, learn from it, and be better because of it.
So you will learn responsibility and time management.
So you will learn sportsmanship, teamwork and co-operation.
So you will learn mutual respect and courtesy for all you encounter.
So you will learn the importance of commitment and follow-through.
So you will learn to face failure and humility, but not crumble.
So you will learn to show pride without arrogance.
So you will learn that disappointment and success are both part of life.
So you will have a positive peer group and be strong enough to stay Drug Free.
So you will learn to trust the people in your life.

Why Do I Coach?

So you will have a way to relieve anxiety, anger and stress in rough times of life.
So you will begin good habits to stay fit for life—and always be in great health.
So you will learn how to work hard, play hard, and have fun doing both.
So you will always know there are people who love you.
So you will cherish each moment, and get the most life has to give.
So you can always "Do What You Love To Do."
And because your smiles and hugs are worth everything to me.

Thank you for sharing part of your life with me.



Gary Bredehoff, CSCS is owner of Tiger Coaching and Personal Training, Inc. a fitness based personal training, athletic conditioning service business, with offices in Lincoln, Nebraska. Gary is a Certified Strength and Conditioning Specialist by the NSCA, USA Triathlon Certified Expect Level Coach, Certified ACE Personal Trainer, Road Runners Club of America. Gary is a graduate of the University of Nebraska, where he was a past volunteer assistant coach for cross country and track.

Gary is actively involved in community organizations including The Chief Operating Officer for the 2010 USA National Special Olympic Games to be held in Nebraska in July of 2010. Lincoln Marathon race director for 14 years, past City of Lincoln Workwell board member, past Leukemia and Lymphoma Team-in-Training Coach, and past board member of the Lincoln YMCA.

He is the Head Cross Country Coach for Lincoln Lutheran, actively involved with Junior Achievement, Team Nebraska Triathlon Club, and a board member of the Lincoln Track Club and the USA Triathlon organization.

Previous DROPS Contributions

Dryland Training for Swimmers – [April 2009](#)

Tiger Coaching Flexibility for Swimming

Gary Bredehoff, CSCS

Incorporating flexibility training into your swimming program will enhance your abilities for two main reasons. First, as muscles are stretched, the individual fibers lengthen. A longer muscle fiber can create more force when it contracts. Flexibility training therefore helps you to increase the muscle's ability to pull you through the water. Second, the less turbulence you create as you move through the water, the faster you will go. One of the biggest causes of turbulence is moving your body from side to side as you swim. Flexibility training will increase the range of motion of your joints, which allows you to move the joint instead of your whole body. This creates a more fluid motion in the water and less turbulence. Flexibility can make the difference between someone swimming smoothly and efficiently, and someone splashing and making more waves than progress.

A complete stretching program will include the following components:

1. Proper warm-up: Muscles and tendons stretch easier and stretch farther when they are warmed up. So before you start stretching, play around in the water, moving all your muscles, get your heart rate up a little by swimming a few easy laps at an easy pace.
2. Stretch all the muscles you will use: We tend to think that we will only be using our shoulders and glutes/quads during swimming because those are the muscles that usually get sore after a good swim workout. In truth, you use almost every muscle in your body! Depending on which stroke you swim (freestyle, breast-stroke, back-stroke, or butterfly), you will use some muscles more than others, but they should all be stretched.
3. Length of stretch: It's real easy to rush through our stretching program to get to the fun part of the workout; but then we wonder why we don't get more flexible. Each stretch should be held for 15 – 30 seconds to increase flexibility. A shorter stretch may feel like plenty, but it's not. This is one case where more is better. Research has shown that 15 – 30 seconds of stretching will increase flexibility, and holding stretches up to 2 minutes is even better. So take a few extra minutes, and hold those stretches a little longer.
4. Stretching repetitions: When you strength train, you do more than one repetition of an exercise, so why not do more than one repetition of a stretch? After holding a stretch for at least 15 – 30 seconds, release it, relax a moment, and stretch it again. You will find that the second and third stretches go a lot farther and really make the muscle feel relaxed.
5. Intensity of stretch: Stretching should not hurt. If it does, you are stretching too far. You should be able to feel a stretch as a slight pull on the muscle and tendon. Hold that position until you no longer feel the stretch, then pull a little more until you feel the tension again. If you feel any pain at all, STOP, you are stretching too far.

There are many possible stretches you could do to prepare for a hard swim. Stretches should target all the major muscles you will use during any swim stroke. If you follow each of the stretches, holding each one for 30 seconds, and completing 3 repetitions of each, a program of 8-10 should take you about 15-20 total minutes to complete. For such a small amount of time, you will see improvement in your swimming power, speed, and of course flexibility rather quickly.



Joe Hauser is the national sales manager for Step Ahead Sportswear, a licensed collegiate apparel company for 120 colleges and universities as well as NCAA Championships.

When not traveling to visit national accounts and sales reps Joe is very grateful to be able to swim at the B-T Theisen Pool Monday, Wednesday and Friday mornings.

Joe lives in Dundee with wife Jeanne. Jeanne and Joe travel to "up north" Wisconsin or Minnesota at least once a year for vacation.

Lifelong Gratitude for the Swimming Culture

Joe Hauser

This past summer I found myself sitting in wonderment on a pier on Phantom Lake in Mukwonago, Wisconsin. As I view the glasslike surface I psyche up for my morning plunge and workout, I am filled with gratitude for the attraction to the beautiful lake water and an incredible exercise opportunity. My wife and I enjoy an annual weeklong pilgrimage to my Wisconsin homeland with one requirement: the place includes lake swimming.

I think back to my first initiation to lake swimming that began with my mothers' gentle push off the end of the dock. Yes, many of us were introduced to "up north" swimming in this way and we survived!! In addition to the caring "push" most parents insisted that all children must receive comprehensive swimming lessons. I began at age 10 taking a bus to Milwaukee's Natatorium at 16th and North Avenue. The water was so incredibly cold during my Beginners swim lessons that to this day I enjoy even the coldest Lake Michigan swims: "once you get in... you get used to it". After beginners lessons I was very fortunate to do my Intermediate and Junior Lifesaving lessons in a City of Milwaukee program at Hoyt Park. How fortunate I am that parents felt that Junior Lifesaving was the minimal level of swimming lessons that every child should achieve.

As an adult the years of physical pounding from competitive athletics have resulted in the usual joint failures in the knees and lower back. Fortunately the Fitness Swim program at Brownell-Talbot offers therapeutic, convenient, no impact, aerobic exercise for this aging body. Today I am extremely grateful to my parents, swim instructors, and recreation professionals that laid the groundwork for my lifelong activity. Recently after peering in my ears my ear, nose and throat physician commented "You have surfer ear, this is a common condition that results from swimming in cold water....did you ever surf?" "No" I stated proudly " I am from Wisconsin and I love to swim" Today I wear my swimming badge of honor proudly.

Here's to finding a quiet lake "up north" to swim in.



Chris Hamel teaches English and Speech at Brownell-Talbot School in Omaha, Nebraska.

Lap Swimming the Lotus

Chris Hamel

It does not require heavy reflection to understand, on some level, the lure of water. In it, we defy gravity, on us, it cleanses, in us, it sustains, and it is ultimately most of what we, physiologically speaking, are. Water extinguishes fire and in frozen form, it is as durable as steel. As the greater part of our planet is covered by it, we may regard it as ubiquitous. Oh, yes, and it's great for melting witches.

There is virtue in water and this virtue is tethered closely to water's religious associations. In the Christian theatre there is baptism and "water into wine" and the image of it being the last drop of anything to fall from the wound in Christ's side. Ancient Sumerians worshiped Tiamat, fierce goddess of the sea and steward of destinies. And in the Far East, the lotus flower, a beautiful and indelible icon of Buddhism and Hinduism, grows from the mire of a pond's floor to its sun drenched surface, reminding us all of our own difficult journeys, and hopefully their happy ends.

The body of water I experience most fills a dull aqua, twenty-five yard lane in the pool at Brownell Talbot School where I lap swim. At six o'clock in the morning I am not mindful of baptisms and ancient goddesses and lotus flowers. What I see before me are strokes, all free style, too numerous to calculate. They are what I will be doing for the next 40 minutes.

Reluctantly, it begins: reaching out and pulling myself ahead against the gentle and fluid resistance. Stroke – breathe – stroke - breathe – stroke - breathe – and in the repetition and the slow muscular burn of arms and legs I will become lost, knowing only the present - the strange and liquid now. I exhale under water in a measured rhythm, and I hear the Aeolian murmur of my exasperated breath rising to the pool's surface. It is a singular sound, and it sings the same tune as the prenatal gurgle so often called from a pregnant mother's swollen belly, or that of life forming gasses bubbling from the rich sediment of a pond. This sound repeats and repeats, taking on the vestiges of some secret language employed in the utterance of prayer or mantra.

Uninterrupted, the strokes gather meters and the meters grow to laps and the laps, when laid end to end, would stretch for over a mile. As I near the end of the session there is much to reckon, likewise, there is only my watery journey to reckon – a journey spent swimming with Buddha, Brahma, and God.

The last stroke taken, I glide to the pool wall. My head breaches the water's surface... where it bobs like a lotus flower.



*Paul Rethferd
at MMI's Big Splash*

*Nicole Lindquist
UNMC Public Relations*

Splish Splashin' for a good cause

Nicole Lindquist

There are things that 10-year old Paul Rethferd can't do. He can't hear, he can't see and because of a chromosomal abnormality and cerebral palsy, his mobility is limited.

None of that mattered at a recent Omaha event, which focused on the things Rethferd can do.

The first Big Splash event brought together swimmers of all ages and abilities on Aug. 28 and 29 to promote inclusion and awareness of those with disabilities.

In total, the event, organized by the University of Nebraska Foundation, raised nearly \$32,000 to expand services and programs for individuals with disabilities at UNMC's Munroe-Meyer Institute (MMI).

For Rethferd, who attends JP Lord, MMI's Adopt-a-School, the Big Splash offered a never-before opportunity: to swim.

"He really liked it," said his foster mother, Deb Johnson. "For the first time, he could get in the water and be like everybody else for a change."

Gold medalist lends support to event

The Johnsons and their other children were at Westside High School on Saturday, Aug. 29 to cheer Rethferd on. Also in attendance was Olympic swimmer Josh Davis .

In 1996, Davis won three gold medals at the Olympic Games in Atlanta. In Sydney in 2000, he won two silver medals and set the American record in the 200 meter freestyle. It was a mark he held until a guy named Michael Phelps came along and broke it.

Davis: "Do your best"

Davis, who has an 11-year-old son with autism, gave an inspirational speech before the Big Splash. "Always do your best and everything will work out just fine," Davis told the crowd.

He should know. When he started swimming at age 13, his coach said Davis wasn't very good and should switch sports. Davis switched coaches instead.

At 15, he was the best swimmer in Texas and at 17 he was the best in the nation.

While his gold medals are nice to look at, he's truly most proud of 2000 performance.

"That's when I swam my fastest, my personal best," he said. "When you develop your gifts, you make your life better and the world a better place. It's the best feeling in the world and I think it's just what the Big Splash has done."

Event emblematic of MMI mission

MMI Director Mike Leibowitz, Ph.D., said the Big Splash epitomized the institute's mission. "MMI is all about children with disabilities being part of the community and helping them to achieve everything they can achieve," he said. "The Big Splash made those ideals a reality."

Whenever an individual with a disability finished swimming a race during the Big Splash, cheers from the audience erupted that would give a snowman chills and Davis was there to greet some of them with ribbons.

On Rethferd's ribbon, Davis wrote: "To Paul: Swim great, smile big and never give up!"



Megan Donahue is a sixth grade student at Kiewit Middle School in Millard, Nebraska

South Pacific Competitive Swimming

Megan Donahue

When you hear the word "swimming", what comes to your mind? The pool? Diving? Laps? Well, see what swimming means to me, a South Pacific competitive swimmer.

When summer started, I couldn't wait to swim. Practices were every weekday morning from 7:30 to 8:45 a.m. for our age group. We would all show up in different swimsuits, goggles and swim caps. We would get started with our warm ups which would always range from a 300 to an 800 (you can find the total number of laps by dividing the number 800 by 25). After the warm ups, we would get started with a 100 of each stroke (butterfly, breaststroke, freestyle, and backstroke). Once we were all done, we would either work on drills or kicks. For the kick exercise we would all get a kickboard and do "X" amount of laps of each stroke's kick. Then we would either work on starts or turns last.

At practices, we are individuals that come together to form a team. We bring our own special talent to share with the team to win. But at meets we would be much more than that. We would become a family, a swim team family. All of our bonds and friendships were so strong, only to grow stronger as the summer went on. We always cheered each other on, encouraged one another and tried our best to have fun. We would all bring something to the meet, either a drink or a small snack, and we would all share. It was a total blast!

Nothing though, beats the feeling of when you are on the starting block, getting ready to dive in. "Swimmers, take your mark, get set, BEEP!!!" Off we go, into the refreshing pool of water, swimming as fast as we can, only to come up to the first wall, turn, and swim again. The further you continue on, the more tired you get, but something keeps pushing you on the inside to keep going. But when you know you just gave your last stroke and you reach for the wall and touch it with your fingertips, you know you have accomplished your race with a tremendous result. All because you tried your best and gave it your all. Swimming is such a free sport. You can challenge yourself at your own pace, and feel great afterwards. Swimming is so amazing!

So the next time someone asks you what you think of swimming, maybe you will think twice before giving an answer like "water."



Britt Fossum is a sophomore at Brownell-Talbot School where she is a member of both the speech team and the swim team.

Water

Britt Fossum

Underwater, you can hear a very specific sound. Well, hear might not be the best word. It's more of an echo, the feeling of water filling your ears, something denser than air. Sound travels so well you can hear splashes coming from very far away. But everything is so dull, fogged up like a misty window, only with your ears. It makes you wonder what voices would sound like, and if music would be as beautiful or machinery as raucous. Sighs would slither like snakes, laughter dancing like a dolphin through the waves. Poetry might glide gracefully like tropical fish, colorful and bright, but insults would have the sharp teeth and quickness of sharks during a feeding frenzy, sinking their malicious bites into anything they can reach.



Julie is a first year head coach at Brownell-Talbot & Roncalli High Schools. Her swimming career started as a sophomore in high school when she began swimming competitively and teaching swimming lessons. Her competitive career carried over to the University of Nebraska-Kearney, and she taught and supervised a lessons program for 18 years at Millard South High School where she was also an assistant coach. Julie was also an assistant coach for a year in Houston, Texas and for the Millard Aquatic Club in Omaha, Nebraska as well as the Lincoln, Nebraska YMCA. She earned her B.A. in Political Science, has a teaching endorsement in English, and earned her Masters in Education in 2000.

When she is not coaching, Julie spends her time with her three daughters, Kalani, Mikenna, and Halle, and her husband, Steve.

Previous DROPS Contributions

No Boundaries - [April 2009](#)

The Importance of Mental Toughness in Athletics

Julie Kerkman

Matt and Joe tried out for their high school baseball team. Both got cut. Joe threw his glove on the ground and stomped away, vowing to never play baseball again. Matt scheduled a meeting with the coach to learn what skills he needed to improve upon. With much hard work on his weaknesses, Matt made the team the next year. While the improvement of skills helped him make the team, his mental toughness drove him to improve. Mentally tough athletes are those who have a natural or developed psychological edge that enables them to cope with sport demands (competition, training, pressure), while being more consistent in their determination, confidence, focus, and self-control (Jones et al., 2002). In other words, adverse situations not only fail to rattle the athlete, adversity may increase the athlete's performance.

Why is mental toughness important for athletes? Anyone who has watched an athletic competition can attest that things go wrong. False starts, dropped balls, interceptions and the like can immediately shift the momentum of a competition. Athletes that are mentally tough will not allow mistakes or adversity to change their performance and are able to keep all possible distractions at bay while focusing on the task at hand (Dorfman, 2003). The good news for coaches is that mental toughness can be taught.

Not all athletes may have an abundance of natural talent, but their tenacity places them in the top spots. While most athletes know where they want to go and how to get there, the mentally tough athlete will control his mind to get where he wants to go. The cycle of this control consists of four parts. Control through awareness allows the athlete to recognize and evaluate what he is thinking, feeling, and doing as well as what is happening to him. If it is not the direction he wants to be going, he is able to follow cues to help him concentrate on the task at hand. Perhaps he is distracted by crowd noise or a mistake he made. Being aware that he is distracted will allow him to refocus his thoughts in a productive direction.

This leads to control through thoughts. Control through thoughts is utilized when concentration has broken down. These thoughts should be relevant to the task of the moment and redirect the athlete's focus. Mentally tough athletes are able to get their "head in the game" so to speak. In the case of swimming, if a swimmer has an unsatisfactory race early in a meet, it could affect the quality of the rest of his meet. Redirecting his focus allows him to move forward and have a great meet.

Control through self-coaching, or self talk, happens when the quality of the athlete's thoughts has deteriorated. The athlete then controls the words he "speaks" to himself to direct him back to a positive attitude and concentrate on positive function. Many times spectators of a contest can see a dramatic difference between the mentally tough athlete and the athlete who is not. The "defeated" athlete will hang his head and call himself names. The mentally tough athlete will concentrate on his next move and what he needs to do to improve in the game.

The final piece is control through behavior. This controls physical behavior and is guided by rational directives instead of emotional ones. This allows the athlete to perform as he has been trained instead of performing based on his emotional state that day. For example, the athlete who is late for a contest, forgets his pants, and trips over his shoelaces during warm up can still have a stellar game. If he is trained to be mentally tough, his training will triumph his emotional distress and his performance will be impressive (Dorfman, 2003).

Why teach mental toughness and discipline? The obvious answer is for better athlete performance. However, it is a tremendous life skill that is beneficial throughout life. It can promote leadership, a positive environment, self-confidence, and composure. Additionally, it allows athletes to learn and grow from their failures while building tenacity. Everyone knows that life is full of adversity, those that can make the most out of it are those that win in the end.

Dorfman, H.A. (2003). *Coaching the Mental Game*. Lanham: Taylor Trade.

Jones, et al. (2002). University of Georgia Mental Toughness Program. University of Georgia. Retrieved September 30, 2009 from <http://www.georgiadogs.com>.



Swim the List award winners show off their STL trophies and their Mutual of Omaha B-T 500 t-shirts and medals.

B-T AQUATICS AWARDS

www.btaquatics.org

FOR EVERYONE...

Walk the Plank Survival Challenge

Jump off board fully clothed (top, bottom, shoes), recover to backfloat for 5 seconds, swim to side and exit pool unassisted.

Award: Certificate and prize
 Cost: Free!

7 Seas Endurance Challenge

200 Yds.: 100 BK + 100 Crawl

Award: Certificate Cost: Free!

Captain's License Challenge

100 Yds.: 25 FL+25 BK+25 BR+25 Crawl

Award: Certificate Cost: Free!

Mutual of Omaha B-T 500

500 Yds.: 200 BK+200 Crawl+100 IM

Award: t-shirt + medal

Cost: \$10

ABC Distance Challenge (Aug.)

8&U: 500 Yds, 9-10: 1000 Yds,

11-12: 2000 Yds, 13-18: 3000 Yds,

Open: 5000 Yards

Award: certificate + medal

Cost: \$6

FOR USA SWIMMING REGISTERED SWIMMERS ONLY...

Face-Up Fast Award: Short Course Season

Swim the List Award: Long Course Season

Swim the List Award Winners

B-T Aquatics encourages young athletes to train in such a manner that they develop the technical skills and conditioning required to compete with confidence at all distances in all strokes. As swimmers age and progress they may begin to develop a preference for a particular stroke and distance. Training will begin to become more individualized. However, through the developmental years of training, swimming all strokes and distances helps swimmers develop balance, postural strength, flexibility, stroke technique, and race strategies. Exploring a wide range of swimming strokes and distances gives swimmers the best opportunity to discover their strengths.

It's beneficial for swimmers to try different events. It's also good for swimmers to challenge themselves. It's fun to get to say, "I did it!" B-T Aquatics provided a program to give swimmers the opportunity to say just that.

We challenged swimmers ages 14 and under from Midwestern Swimming, Inc. registered clubs to **SWIM THE LIST** during the 2009 long course season. Swimmers who successfully completed the challenge had their names posted on the B-T Aquatics website, earned STL trophies and were invited to a celebratory Dive-In Movie/Float Fest/Pizza Party at the B-T Annual Back to Pool Day in September.

THE LISTS

10 & Under	11-12	13-14
50 Free	50 Free	50 Free
100 Free	100 Free	100 Free
200 Free	200 Free	200 Free
50 Back	400 Free	400 Free
100 Back	800 or 1500 Free	800 or 1500 Free
50 Breast	50 Back	100 Back
100 Breast	100 Back	200 Back
50 Fly	50 Breast	100 Breast
100 Fly	100 Breast	200 Breast
200 IM	50 Fly	100 Fly
	100 Fly	200 Fly
	200 Stroke	200 IM
	(BK, BR, or FL)	400 IM
	200 IM	

THE WINNERS

10 & Under	11-12	13-14
GIRLS	GIRLS	GIRLS
Ashley Pales	Sammi Baker	Meredith Wekesser
Macey Wiebe	Alison Harrahill	Lauran Ayars
Taylor Schendt	Marissaa Wekesser	Brittany Weatherly
	Emily Graul	Chantel Rosenboom
	Brianna McCullough	Rebekah Shittle
	Jordan McCullough	
BOYS	BOYS	BOYS
Michael Ayars	Jacob Molacek	Griffin Day
	Thomas Graul	Walker Weatherly
	Drew Linder	
	Brennan Balogh	
	John Whittle	

ABC Distance Challenge Winners

The swimmers listed in the box at right all completed a distance swim challenge during the month of August to earn an ABC Distance Challenge certificate and medal.



13-18 3000 Yard Swim
 39:02.20 Laura Kuhn, 15

Open 5000 Yard Swim
 1hr 10:58.69 Laura Kuhn, 15
 1hr 07:50.44 Sydney Bowcott, 31
 1hr 18:26.00 Amber-Sky Tucker, 37
 1hr 15:08.16 Amy Kuhn, 43
 1hr 25:55.83 Julie Oeltjen, 46
 1hr 10:49.29 John Neal, 47
 1hr 24:59.01 Joe Wiegand, 46
 1hr 16:00.00 Tom Quandt, 49



DROPS, a semi-annual B-T Aquatics publication, provides a forum for the dissemination of information and guidance from local aquatics professionals and athletes to local aquatics professionals and athletes.

PUBLICATION DATES

April 1 & October 1

DEADLINES

February 1 & August 1

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DROPS online
btaquatics.org/Drops.htm

Guidelines for Submission:

- We welcome submissions from anyone involved in the aquatics industry: aquatics directors, coaches, competitive swimmers, fitness swimmers, recreational swimmers, parents, officials, lifeguards, swimming lesson instructors, facility maintenance personnel, and swimming pool vendors.
- Be sure to proofread and spell-check your article before submission. We are not professional editors. We will do very little editing for grammatical errors. As much as possible, what you submit is what will be published. Any necessary edits will be provided for your review prior to publication. We reserve the right to edit submissions for content, clarity, and length, and the right to publish or not publish your article. A wide variety of factors determine which articles make it into DROPS. We cannot guarantee publication of a submission. However, we can promise that great effort will be made to work with authors to ensure publication.
- Do not submit a manuscript that has been previously published, is scheduled for publication elsewhere or is being considered for publication elsewhere.
- You may freely re-publish your article elsewhere after the publication of the next issue of DROPS. Do not publish or submit for publication elsewhere during the period that your article is "live" with DROPS. Please let us know about any re-publication of your article so we may update your author page with this wonderful news!
- Submissions should include the following: 1) Names, institutional affiliations, and contact information of the authors. 2) A brief biographical sketch for each author. Photos are welcome, but not required. A DROPS webpage will be created for each author. 3) Your manuscript in any format that I can read.
- Included photos or artwork should be submitted in .jpeg format with 20% compression rate (this is equal to "80% quality"), or .gif format, depending which format gives you the smallest file size with a good quality ratio.
- Articles may be submitted in hard copy or via electronic mail. *If I can read it, I'll take it!*
- Full credit will be given to the author(s), so at the bottom of your article, in addition to the biographical sketch to be used on your author page, please write 2-3 lines of information about yourself to be included in the "About the Author" section of the article when it is published.
- We have lots of room. Submit all the articles you want!
- We do not pay for manuscripts or photos, nor do we charge for the published journal.
- Questions? Jeanie Neal, 402.556.1205 or aquatics@brownell.edu