

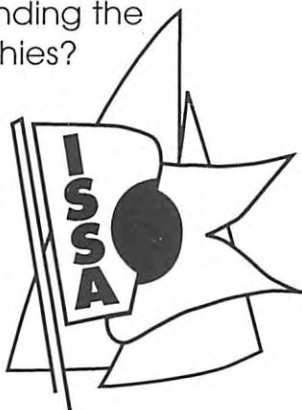
Introduction

Starting your own school sailing team is easy if you have the will to make it happen. This booklet gives some background on school sailing programs and a host of valuable information you can use to organize a sailing team in your school. It answers many of your questions and the questions your parents, teachers, school officials, and fellow students will ask you.

But not all questions. Some answers may need the help of others: sailors and coaches in nearby schools that have programs, directors of the district in which your school is located, and the officers and board members of the Interscholastic Sailing Association (ISSA.) We urge you to use those contacts. Write us (PO Box 397, Niantic, CT 06357-0397); phone us (860-739-3253); fax us (860-739-4467); e-mail us (www.highschoolsailingusa.org).

We are eager to talk with anyone who can help you start sailing in your school. Need some help talking with the leaders of a college or community sailing program? Does a school committee member express reservations about liability? Can a local yacht club be approached about lending the use of its fleet of dinghies?

Just contact us. Start with the list of ISSA Board of Directors listed on the insert in this booklet.



Five Steps To Getting Involved In Interscholastic Sailing:

1. FIND THE SAILORS IN YOUR SCHOOL

Usually school sailors can be traced through local yacht clubs, community sailing programs, and/or IYA junior regattas. Talk up a school sailing team with students.

2. CONTACT SCHOOL REPRESENTATIVES

ISSA wants school involvement, but parents of school-age sailors are a good place to start. A teacher willing to be a coach or advisor can be an invaluable find.

3. CONTACT THE DIRECTOR OF YOUR ISSA DISTRICT

He can give you publications, contacts, and other advice.

4. ENLIST THE AID OF LOCAL SAILING ORGANIZATIONS

A college, yacht club, or community program may be persuaded to provide boats and coaching help.

5. SCHEDULE REGATTAS WITH OTHER SAILING TEAMS IN YOUR AREA

Nothing creates faster, stronger interest than even relatively informal regattas with other schools.

FOR THE LATEST UPDATES ON SCHOOL SAILING, CHECK OUR WEB SITE
www.highschoolsailingusa.org

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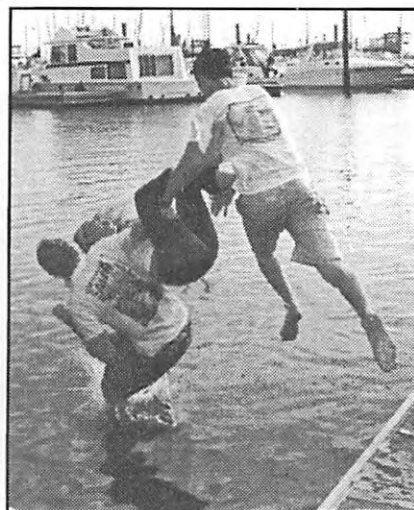
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What Is The Interscholastic Sailing Association?

What started in 1939 as a small group of New England private schools has grown to a nationwide paid membership of over 300 member schools organized into seven geographical districts. Each district sponsors a number of regattas within its district, several of them open regattas to which any school with a team is invited to compete.

Each also conducts a championship in three disciplines: a fleet championship with two doublehanded crews from each school, a singlehanded championship in both Lasers and Laser radials, and a team racing championship with three doublehanded crews competing as a team dueling with other schools.

The qualifiers in these championships are eligible to compete in national school championships: The Mallory Trophy Regatta for the fleet championship, The Cressy Trophy Regatta for the singlehanded championship, and The Baker Trophy Regatta for the team racing championship.

The number of entrants for each of these championships from each district is determined by the proportion of member schools in that district compared with the member schools in the other districts. Each year the venue of these National regattas will rotate among the seven districts. For example, one year the Mallory and Cressy championships might be on the West Coast and the Baker team championship in the Midwest; the next year the Mallory and Cressy might be in the Middle Atlantic district and the team racing in the South Atlantic.

But ISSA is not just about championships. The basis of school sailing is in local and area sailing. It starts by getting school members into boats, learning to sail, and then developing skill at competitive sailing. Experience has shown that one or even two top-notch sailors on a school team are seldom enough to win a national championship. A successful school team needs to develop several talented skippers and, just as important, high quality crewmembers.

Well-organized school teams are the way these team members rise to the top and give their school a chance to become a champion. And school teams are the way students who might otherwise never find a way to sail can get afloat and begin finding the lifelong pleasure that sailing can offer. Better still, school sailing is one of the few school sports activities in which boys and girls can compete with each other on equal terms.



When school sailing started seven decades ago the racing was in big one-design boats because there was virtually no dinghy racing as we know it today. Yet, just as collegiate racing evolved in fleets of dinghies, so too did school sailing. Schools' own fleets, borrowed boats from a local yacht clubs or colleges, or the use of boats in a community sailing programs - all have afforded schools access to sailing.

When a school sailing team is competitive, ISSA encourages competing in regular regattas with other schools in its area. In New England, for instance, weekday afternoon dual team racing meets and practices alternate with major fleet regattas on weekends. Twenty schools in the greater Boston area are organized in a school league that races at every opportunity in the spring season using the facilities of Boston Community Sailing. This arrangement provides the superb use of a civic sailing center and gets well over 100 urban school students into sailing week in and week out. There is a similar organization blossoming in the Annapolis/Baltimore area.

When ISSA began to expand beyond the Northeast in the 1970s, it divided the country into districts: New England, Middle Atlantic, South Atlantic, Southeast, the California Pacific Coast and Hawaii, the Midwest, and, most recently, the Pacific Northwest. New England, with 70+ school members, remains the district with the largest number of school teams and

has already developed several area concentrations such as the Boston League and the Connecticut League.

The same is happening in California with the well-established concentration in the Long Beach-to-San Diego area. There are other groups also in Northern California and Hawaii.

The Midwest and the Gulf Coast seem to be the next places where such concentrations will develop.

Schools do not join ISSA directly. They join their district and, by doing so, automatically become ISSA members. Their district member schools elect their own officials and schedule their own regattas. They sail using the ISSA

Procedural Rules so that each district is sailing on the same terms as all the other districts. Similarly, ISSA publishes guidelines on regatta management and a manual on successful coaching so sailors from any district can compete on even terms with sailors from every other district. School sailors from anywhere in the country will be familiar with the boats, rules, and procedures wherever they may sail.

Clearly school sailing is an entre into collegiate sailing. The boats, regatta format, and type of racing in school programs are virtually identical with those in colleges. Sailors graduating from school teams move naturally and easily into college sailing. In recent years, school sailing has been the prime recruiting ground for college sailing coaches.

ISSA has steadfastly resisted currently fashionable practices in other forms of sailing. School regattas are not commercially sponsored events. ISSA may accept the loan of a fleet of boats or some support for promotion and publications, but we do not accept corporate support for regattas whereby a sponsor seeks advertising or public relations in return for a financial investment.

The reason for this policy is two-fold. First, ISSA is unwilling to compromise the management of its championships by accommodating conditions imposed by a sponsor. Second, the absence of sponsorship reinforces the message that sailing is a sport whose principal beneficiaries are the sailors. ISSA has been and will remain

an organization of volunteers whose sole concern is the opportunity to get young sailors into the sport and let them acquire the skills and enthusiasm to stay with sailing long after they have graduated from their schools.

The second popular practice ISSA has resisted strenuously is the singling out of top sailors to the exclusion of the vast majority of



their fellow school sailors. Certainly ISSA crowns champions and even, with the help of some US SAILING funding, sends it's champions abroad every summer to compete in international regattas. Those champions may also receive invitations to national US Sailing championships. But the primary interest of ISSA is more localized: the encouragement of schools to organize sailing programs and thereby get more and more young sailors into what is a marvelous sport, an excellent life-teacher. In short, ISSA wants a lot more good sailors, not just a few best sailors. The goal is participation.

ISSA is growing steadily at a rate of growth of over 10 percent a year. As students hear about and see the caliber of interscholastic sailing activity, they realize that school sailing, from learning the rudiments to representing their school in a national championship, adds a tremendous dimension to school athletics and to the whole learning process. As much as ISSA tries formally to promote school sailing, it is this word of mouth that has really given the impetus to growth. Thus the primary function of ISSA is to translate the impulse to form a school program into something do-able, to help create the per-

ception that sailing can be a contributor to the school experience, and provide a format to let young sailors develop.

In its formative years interscholastic sailing was a manifestly elitist activity. For its first 30 years membership consisted only of the most prestigious private schools in the northeast. In the last 20 years, school sailing has moved steadily into public high schools. Now only a small fraction of schools with sailing programs are private. Whereas once the only schools with sailing facilities were prep schools, now with the help of community sailing fleets and cooperative colleges, sailing centers, and yacht clubs, almost any school in the country can form a sailing team. Most teams own neither boats nor a facility. It is this opportunity that ISSA seeks to encourage.



How ISSA Is Organized

The basis of ISSA is the division of most of the country into seven districts consisting of member schools and having its own officers and organization:

- MID-ATLANTIC SCHOOL SAILING ASSOCIATION (**MASSA**)
- MIDWEST INTERSCHOLASTIC SAILING ASSOCIATION (**MWISA**)
- NEW ENGLAND SCHOOL SAILING ASSOCIATION (**NESSA**)
- NORTHWEST INTERSCHOLASTIC SAILING ASSOCIATION (**NWISA**)
- PACIFIC COAST INTERSCHOLASTIC SAILING ASSOCIATION (**PCISA**)
(Includes Hawaii)
- SOUTH ATLANTIC INTERSCHOLASTIC SAILING ASSOCIATION (**SAISA**)
- SOUTHEAST INTERSCHOLASTIC SAILING ASSOCIATION (**SEISA**)

Each district is encouraged to develop in the best way for the schools in that district. In a compact area such as New England, there

is a single organization, albeit with separate semi-official leagues of schools which tend to compete among themselves. In larger geographical districts there is less unity; member schools compete against each other only in major regattas.

Each district has a director and one or more other individuals that are active in scheduling regattas, collecting dues, circulating news and information, coordinating members, and acting as liaison with the ISSA officers and Board of Directors (BOD).

To help in this liaison each district is represented by at least two representatives on the BOD, one of them the District Director. In addition, the BOD has directors representing school sailing alumni, liaison with the Intercollegiate Yacht Racing Association (ICYRA), and race management.

President of ISSA is Larry White, Captain USCG (ret), a lifelong sailor, one-time captain of the USCGA sailing team and later USCGA Sailing Director, and an ICYRA Hall of Fame and Afterguarder. Since becoming ISSA President in 1989, Larry has devoted virtually full time attention to administering ISSA.

For a complete roster of Officers and Directors, including District representatives, see the enclosed listing.

Where The Racing Is

ISSA has three National Championship Regattas — two sailed annually in the spring and one in the fall:

FLEET RACING The Mallory Trophy Regatta was first held in 1930. Since 1970 the event has been a national fleet racing championship with schools entering two doublehanded boats. Twenty schools compete and the number of entries from each district is proportional to the membership of that district. All entries earn their right to compete based on district eliminations/championships. The Mallory regatta is sailed in May and the site of the championship rotates among districts. The boats, usually collegiate 420s or CFJs, sail in two divisions in the two-day event.

TEAM RACING When the schools in New England organized themselves into an association in 1960, teams of three boats from one school raced against three boats from another school in dual regattas and in the area championship. This team racing became the premier format for school racing in New England. Toby Baker of Tabor Academy, one of the coaches who helped establish the New England School Sailing Association (NESSA) and a veteran coach and advocate of interscholastic team racing, donated the newest championship trophy. The annual spring regatta for the Baker Trophy has twelve teams determined by district championships. The teams race each other with the winner having the best won-lost record at the end. Like the Mallory and the Cressy regattas, the Baker rotates among districts and uses doublehanded dinghies.

SINGLEHANDED RACING Originally donated to the USNA for the winner of an annual open school regatta, the Cressy became the ISSA national singlehanded championship trophy at the same time as the Mallory became the fleet championship. Traditionally the Cressy regattas were sailed coincidentally with the Mallory at the same site. In 1998, the Cressy Regatta moved to the fall and expanded to two divisions and two championships. Thirty-two singlehanders compete in two 16-boat fleets of Lasers, one using the radial rig and the other using full-rig sails. The winners qualify for the US

Sailing Championship for the George O'Day Trophy.

While these championships are the culmination of each year's racing, there are a growing number of other important events. Foremost are the qualifying regattas for district championships. One such regatta, that for the George O'Day Trophy — the second oldest school sailing trophy after the Mallory — marks the New England fleet championship and has been a New England fixture for almost 40 years. Other



districts have similar single big district-wide eliminations; some others use the cumulative scores from several events. Some need qualifiers to enter the district championships because there are too many entries for one regatta with available boats. From these events come each district's entries in the national championships. A number of areas — notably northern California, southern Virginia, and Connecticut — have local leagues that provide regular regattas.

In addition, there are already a number of major interscholastic regattas, sailed in the fall season. These include the Anteatler, Rose Bowl, Cardinal, and Gaucho regattas sailed in California; the Connecticut Open; the Mid-Atlantic Open, sailed at Kings Point; a new regatta in the South Atlantic district and aimed at lighter sailors; and more. A notable new event is the Great Oaks National Invitational Regatta, sailed each fall in New Orleans. The Great Oaks is designed specifically for recently-organized sailing teams.

Each year new events are added to the schedule, and it won't be long before both the spring and fall sailing seasons will have a full array of interscholastic regattas for all levels of skill and experience.

Don't Take "NO" For An Answer

Schools by nature are sometimes resistant to change. Proposing a new sport at your school may make people unfamiliar with sailing as a competitive activity uneasy. School boards, athletic directors, principals, and business managers sometimes say "no" as a way of testing the seriousness and value of the proposed change. Sometimes the reason they give when they say "no" isn't the real reason.

The secret is to persist and to be prepared to answer their questions, to allay their concerns. Organize your fellow sailors into a team and ask merely that your school support you. Find adults — teachers, parents, local sailors — who can act as your advocates. If at first you don't succeed, do your homework and go back and try again. But above all, don't be confrontational. Remain coolly rational, positive, and informational.

Remember: a school wants programs that, first, can be shown to benefit students and, second, make those in charge look good. Sailing, plainly and simply, can do both. It's a sport can be done by having young men and women sail together. And it's also a sport in which a school can gain national recognition.

Here are a few of the "reasons" you may hear why sailing might not be a good idea. Note: none of these arguments is in any way new and all have been answered by those who have already organized their own sailing team.

"No one on the faculty wants to coach sailing"

An answer: Try a parent, a college student, an alumnus, or a local sailor.

"There's no money for a sailing team."

An answer: For the first year there will be no cost to the school — no uniforms, no outlay for facilities, no maintenance, no equipment, and no travel expenses. Beg and borrow to underwrite your own expenses. The one exception: persuade the school to pay the team's membership dues. It's a very modest investment that becomes more than a token commitment.

"We have enough sports at the school already."

An answer: Sailing is a lifetime sport that some students want.



"Sailing will be in conflict with other sports."

An answer: We can sail in either spring or fall, so an athlete can choose either season. Besides, sailing uses none of the existing athletic facilities. Often sailors compete in no sport but sailing.

"Sailing isn't really a sport."

An answer: Then let us organize as a club endorsed by the school until we can show you how much athletic skill it takes to sail small boats. Come sail with us and see.

"How many students are interested? You're just fringe group."

An answer: A sailing team only takes six or eight students to schedule meets with other schools and take part in regattas. One sailor can be a team in singlehanded regattas.

Did You Know ...

... you can start your own school sailing team without owning your own boats?

... many school sailing teams have been started successfully by students?

... you can start your own team with just one sailor — or as few as six or eight?

... you will need very little money to begin a sailing program?

... you are probably the best person to get a team started in your school?

... the first step to start sailing is to start talking — and then talking to more and more people enthusiastically?

... you don't have to do it alone because you can get the help of sailors, parents, and ISSA?

Risks and School Sailing Programs

— By H. Felix Kloman

Sailing as a school sport requires responsible attention to its inherent risks. Most of these risks would already have been addressed by any school with sports programs, and those risks that are unique to sailing are easily manageable. In addition, most school insurance programs can be simply modified to address these new risks. Insurance is not, and should not be, a negative factor to be used as an argument against setting up or continuing a program.

General Guidelines

A risk management and insurance plan for a school sailing program begins with an understanding of the general criteria for success.

Defining the benefits The school, parents and participants should agree on the benefits of a program. They include learning skills in a sport that can be enjoyed throughout life. Sailing is also a team sport in which cooperation and team skills are essential. Finally, it is one of the few team sports in which men and women can work together: it is a true coed sport.

School recognition The school must officially recognize sailing as either a club or an interscholastic sport. This leads to membership in ISSA and the support of the organization and its districts.

Leadership Energetic and qualified program leadership, committed to the idea for at least several years, is essential. Whether this individual is a teacher within the school (advantageous for internal reasons) or a parent or outsider, interest and enthusiasm is paramount. Often the best leaders are those who themselves have participated in a school or college sailing program.

Number of students While a program can be started with as few as one or two strongly interested sailors, long-term continuity will depend on a larger pool, especially if the school wants to participate in team racing.

Qualified instruction Quality instruction, not only in teaching the techniques of sailing and racing, but also in dealing with teenage children, is essential. US SAILING certification of instructors is recommended.

Facility proximity Having a properly staffed sailing facility and boats (owned or borrowed) available within a 30-minute to one-hour drive of the school is important.

Specific Sailing Risks

The second step for any program is to review the risks that may be unique to sailing and racing and assure proper risk control, risk financing and insurance responses. They can be categorized as Regulatory, Legal Liability and Operational.

Regulatory A school sailing program is subject to various state and Coast Guard regulations for use of personal flotation devices (PFDs), for licensing launch operators, and for licensing and inspecting certain watercraft. Having all instructors US SAILING-certified should both reduce risks and improve the quality of a program.

Legal Liability The use and operation of watercraft, sailing or power, creates a different form of liability for schools. First, its employed instructors may be subject to the more generous recoveries under the US Longshoremens' and Harborworkers' Act (USLHWA) and the Jones Act should they be injured on the job. Second, the use of small sailing craft during the spring months in the northern areas of this country, with higher wind velocities and colder water temperatures, creates an exposure to injury or loss of life that is higher than during the summer. This is properly controlled through mandatory use of PFDs, appropriate clothing (multiple layers, dry suits, wet suits), and sufficient patrol craft with properly trained personnel.

Use of watercraft also exposes the school to various types of marine liability. School insurance policies should be endorsed so that Workers' Compensation insurance will include USLHWA and Jones Act exposures and so that General Liability policies include the operation of both owned and non-owned (borrowed) water craft (Protection & Indemnity insurance). Should the school enter into any contracts with outsiders for the use of facilities, water craft or instruction, these contracts should be reviewed for responsibility and "hold harmless" clauses,

and noted to insurance companies when appropriate. Sailing programs also involve the use of owned or non-owned motor vehicles to transport students to and from training and regattas: a school's Automobile Liability insurance policy should already have been extended to cover these risks.

Finally, school accident insurance policies, if purchased, should be endorsed to include any sailing program.

Operational Water craft, engines, and other property owned by the school in connection with the sailing program may be insured, but many schools simply self-insure this property for loss, damage, or theft. This property should be properly protected and maintained.

Conclusion

Sailing is probably inherently less risky than many other forms of interscholastic athletics, especially if a school undertakes a responsible program of risk management. ISSA can continue to play an important role in sailing risk management by sharing unusual incidents or losses among its members, by re-emphasizing the relative responsibilities of schools, parents, and students, and by using the resources of US SAILING. I encourage interested school leaders to refer to "Teaching and Coaching Fundamentals for Sailing," published by US SAILING in 1995 for further background on safe practices and sound risk management.

H. Felix Kloman is past chairman of the Risk Management & Insurance Subcommittee of US SAILING and Editor of Risk Management Reports

BECOMING A MEMBER OF THE SAILING TEAM

(The following are excerpts from the guidelines developed by Kevin Baker at Fairfield (CT) Preparatory School that every prospective team member receives.)

Who coaches high school sailing, and how are they trained?

Coaches come from a broad range of adult sailors who have participated in high school, college, and/or organized yacht racing. ISSA works in conjunction with US SAILING, the major national sailing organization, which trains coaches and sponsors events that lead to the US Olympic Sailing team and America's Cup selections.

What are the liabilities involved in high school sailing?

The Fairfield Prep Sailing Team is covered under the major Fairfield University insurance policy for personal injury. A copy of the certificate of insurance is provided to Pequot Yacht Club, which is named as additionally insured under the policy as the host facility. The Sailing Team is also covered under the university's property insurance. The Sailing Team provides their host yacht club with a refundable \$500 damage deposit, and is responsible for repairing any damage to the boats.

What are the costs?

The sailing team is the newest varsity sport at Fairfield Prep. For the most part, it is self-funding. The school provides for the New England School Sailing Association (NESSA) and ISSA dues and insurance coverage. The Sailing Team pays for coaches, transportation, and equipment used at Pequot Yacht Club. Costs are shared equally among team members and published in a financial statement. Fund-raising events are not allowed under the regulations of Fairfield Prep athletics. Team members are responsible for providing their own required gear before participating, which includes a USCG-approved personal flotation device (PFD), a drysuit, winter boots, and winter gloves; when water temperature permits, sailors can wear a wet suit or spray suit.

What are the requirements to join the sailing team?

The Fairfield Prep Sailing Team is for experienced competitive sailors only. It is not designed to teach novices to sail. There are many summer programs that someone who has not previously sailed can join to learn the basics of sailing and racing. Each team member is required to complete the Student/Athlete Contract, sign a waiver for Pequot Yacht Club, have a physical, and pass a swim test prior to participating. The swim test is conducted by the coaches in Long Island Sound for the fall season and in the Fairfield University pool for the spring season. Each student is also required to pay for his/her share of the team dues which are non-refundable because we must budget for each season in advance.



The numbers speak volumes: High-school sailing has grown from 67 schools in 1989 to the current Interscholastic Sailing Association membership of 230 and growing. School teams are finding myriad ways to get kids on the water

At My



By Josh Adams

Thousands of miles from final exams, parents, and college considerations, high-school sailors have reason to smile on the practice day of the Baker Trophy, the high-school team-racing national championship, held in Coronado, California. The sunny beach scene in late May at Navy Yacht Club is a refreshing change from the high wind and heavy rain at the Mallory (fleet racing) and Cressy (singlehanded) competitions, held two weeks earlier at the U.S. Coast Guard Academy in New London, Connecticut, and is another opportunity for sailors to race on the national level and to catch up with friends.

The Bailer Homework

Bob Gruber

Race-focused, cool, or just psyched to be here, each team spends the day in its own style. The Mallory winners from Milton Academy (Massachusetts), led by senior skipper Margaret Gill, look relaxed at the water's edge, humming 1980s tunes while waiting to practice three-on-three team racing in the fleet of FJs. The defending

School's in: Big numbers and tough competition show growth in high-school sailing

Baker champions and perennial contenders, Tabor Academy (Massachusetts), discuss FJ tuning with their coach and seem eager to start over from a disappointing finish in New London. Sean Doyle, a senior at St. Petersburg (Florida) High School, meanders the beach with larger things on his mind. He just chose to attend Harvard over Yale.

On my way to meet the other judges at the motorboat dock, I'm introduced

to the Newport Harbor High School sailors, an affable, confident group—the word on the beach is that their boatspeed is tough to beat. Another West Coast team, Port Townsend High School (Washington), sits in the shade and prepares for their first Baker with sunblock, drinking water, and group meditation. Most of the Port Townsend sailors are new to FJs and California; they're all new to national championships.

For many teams, getting to California required more than qualifying on the water at regional events. School teams raised travel money through yacht club and community sponsorship. Some teams had arranged housing at the Baker, while others camped or stayed in hotels. Regardless of a team's budget, size, or level, varsity or by-hook-or-by-crook, they all came to fulfill the mission of high-school sailing—"to, you know, hang out with friends and go sailing."

WHILE DISCUSSING PORT TOWNSEND's upstart year—they qualified for the Baker and the Mallory—sophomore Victoria Poling added some perspective. "When you were sailing in high school, our district did not exist," she told me. She's right. In 1989, the Baker's inaugural year, only 67 schools belonged to the Interscholastic Sailing Association (ISSA), none from the Northwest. ISSA currently has 230 member schools.

Several factors—such as ISSA support, the growth of junior sailing, and individual determination—account for the rapid growth in high-school sailing. But the difference in the 1990s has been extending access to the sport to all types of schools—private and public, small and large. High schools nationwide are proving that all it takes is a small group of interested students. So how do you start a high-school sailing team? The answer depends on whom you ask.

The Port Townsend team was started in 1996 by Jim Daubenberger, father of senior Hans, with the help of the local Wooden Boat Foundation, which bought three used Lido 14s and pays for insurance for the program. In return, the kids join the Foundation and the school recognizes the team as a club sport; Daubenberger, who races locally, volunteers as coach.

To start sailing, the students rebuilt the Lidos. Practice wasn't exactly convenient at first; they traveled 30 miles to sail with Sequim High School in a fleet of Lido 14s partly owned by the Boys and Girls Club of America. Now they sail in Port Hadlock, 15 miles from school. For team races against the other seven schools in the Northwest district, they borrow three boats from the local Lido fleet.

"We're pretty handicapped," said Jim Daubenberger, comparing his kids to teams, such as Tabor and St. George's School (Rhode Island), that

have paid staff, supporting alumni, and fleets of collegiate dinghies. "Like anything else in sailing," he says, "money will make high-school sailing grow." Despite finishing in the back of the fleet, Port Townsend sailors have their own sense of accomplishment. Poling, who learned to sail small boats in high school, shrugged after another loss on Sunday, then shared her goal: "I want to sail in college."

It's easy for a team to expire once a group of enthusiastic kids or parents leaves the school. One key to keeping a high-school sailing pro-

The ISSA Backbone

Many credit the leadership of the Interscholastic Sailing Association, which was founded in 1930, for building high-school sailing. Run by a board of volunteers, ISSA administers national events and spends most of its time developing ideas to make sailing accessible to schools. They publish a coaching book and a start-up guide, "Starting Your Own Sailing Team," distribute a video, and maintain a Web site (www.highschoolsailingusa.org). Regional ISSA boards, led by coaches and parents, run regional events and foster growth through word of mouth and by hosting open regattas and clinics. ISSA president Larry White, a former captain in the U.S. Coast Guard, believes that high-school sailing "teaches the team attitude, in which each plays a vital part in the whole, both on and off the water." For more information, contact ISSA, P.O. Box 397, Niantic, CT 06357, tel. 860-739-3253.

gram going is having a faculty member involved. Tabor coach Rob Hurd has seen a few teams come and go, but says the small teams that keep sailing depend on a teacher to deal with administrative issues—reporting to the athletic department, keeping attendance, and transporting kids to sailing events. Port Townsend teacher Wanda Synnessvedt, for example, provides her classroom for team meetings and helps raise money as the adviser to the sailing club. Most programs also have an interested parent or two to chaperone, as well as a coach, who is paid (if at all) by the school or the associated yacht club.

IN 1993, RON KNIGHT OF BARNSTABLE, Massachusetts, a 48-year-old dentist and parent of a young sailor, realized he had the key ingredient for starting a high-school sailing team—enthusiastic kids. Located on Cape Cod, Barnstable High School has a number of students who sail at area yacht clubs during the summer. Knight approached the Hyannis Yacht Club, which supported the idea by providing the team with access to their facility and club 420s. Other local schools with sailing programs connected Knight with ISSA.

Knight researched insurance coverage and was surprised to discover that sailing, unlike football and diving, was not excluded from the school's policy. He added protection by signing the sailing team up for a U.S. Sailing insurance policy that covered the yacht club's liability. His obstacle, however, was convincing the school that sailing is a legitimate sport. "I had kids who were interested, but the principal considered sailing an elitist sport," said Knight. Nonetheless, when the school realized the team had boats, a nearby facility for practice, and insurance, approval was granted. In its first year, 24 students joined the Barnstable High School sailing team; BHS currently fields a varsity and a junior varsity.

The majority of high-school teams sail at local yacht clubs in club boats; community and college sailing centers are also used. In Annapolis, local high schools practice together in club 420s three times a week and travel no more than four hours for regional events. Some teams run into snags with boats and weather. For example, Grosse Pointe South, Michigan, couldn't practice for the Baker this year because the yacht-club harbor was still frozen in late April.

According to Knight, kids motivate other kids. "Because of our rivalry in other sports, our program gave Falmouth incentive to start a team," he said. High-school sailing is still growing in Massachusetts, with most of the state's 70 teams gaining support from local yacht clubs and community or college sailing centers. Martha's Vineyard High School sails out of the local yacht club; Boston College High joins 18 other teams for practice and competition at Community Boating on the Charles River in Boston.

Nonsailors and sailors with no racing experience are encouraged to join any high-school sailing team.

Crews come along faster than skippers, and most high-school sailors try both. Severn (Maryland) sailor Brad Soule, for example, learned to sail as a freshman crew and was one of the team's senior skippers in Coronado. He plans to sail next year at the Coast Guard Academy. Michelle Olsson, a junior crew at Minnetonka High School (Wisconsin), learned to sail as a freshman and is a U.S. Sailing-certified instructor.

IN CALIFORNIA, GETTING STARTED IN the late 1980s was a daunting task. At the time, high-school sailing was happening largely on the East Coast. Plus, other than Laser 2s, California lacked a good junior boat.

Regional California teams, selected by résumé, competed in the fleet-racing nationals, then held annually at the U.S. Naval Academy in Annapolis. To sell the idea to school administrators, parent-coaches added an extra day to their trip to travel to Washington, D.C., and visit California congressmen.

Now the Pacific district boasts 48 members, including five Hawaiian teams. The biggest growth factor in California is the FJ fleet, which started in 1990 and took off as a junior trainer for yacht clubs. Kids race FJs with spinnakers in the summer and collegiate style during the school season. The region works together to gather enough boats for regattas. The Baker fleet, for example, came from Newport Beach, Balboa, and San Diego yacht clubs.

College teams also help out. For instance, Newport Beach usually practices with UC/Irvine; Stanford assists teams in Northern California. The racing is a just-show-up affair; a school will often send a skipper and crew to fleet-race in one division and receive a did-not-start score in the other division.

PLAY TWO. PLAY TWO," A LAKEWOOD, Florida, skipper calls to a teammate as the six-boat fleet rounds the leeward mark. Tacking to cover, Lakewood boats try to secure their 2-3-4 position on rival St. Petersburg. The St. Pete boats sail to the edges of the racecourse to shake Lakewood's strategy. It works. Approaching the upwind finish, a St. Pete boat breaks through a cover to convert a winning 1-4-5 combination.

From the judges' boat it's easy to tell that these kids are very good



Bob Greiser



Sailors used the beach setup in Coronado (above and top) to confer with coaches, swap boats, and hang out with friends. Milton sailors (right) lead the fleet



Josh Adams

Bob Greiser

sailors. "The overall standard of boat-handling and boatspeed has improved," says the St. George's coach, Roy Williams. He cites the Mallory and Cressy series, in which teams sailed 20 races in 20 to 25 knots. It's not just the perennial favorites sharing the improved talent. Marin Academy (California), for example, finished eleventh (out of 20) as a first-time Mallory team.

Giant-killer Severn School reached the Baker by beating Annapolis High School. But knocking off New England champion St. George's was their team highlight. The upset forced St. George's into a showdown with longtime rival Tabor, with the winner joining Newport Harbor, St. Petersburg, and Milton in the championship round. Led by Georgetown-bound senior Curtis Flood, the Rhode Island team controlled a 2-3-4 combination on both sides of the racecourse with aggressive tacks and boathandling and reached the semis. In the final match, Newport Harbor versus St. George's, the Californians continued

their streak of wins. They finished with 15 consecutive wins, no losses, and scant use of protests and lived up to their go-fast reputation.

Coaches view a high-school regatta as another learning experience, and some lessons are hard to learn. "The single most important thing I'll remember from this regatta," said Roy Williams, "is the race we lost because one of my sailors turned only one circle [when he should have turned a full 720-degree penalty], not our record or performance." That sailor's mistake is the team's lesson, Williams explains. While each sailor strives for a different personal goal—to qualify for Nationals, to make varsity, to learn how to skipper, to win the Baker, or to sail in college—they all take home a lifetime maxim: You're only as good as your team.

The barefoot kid from University of San Diego High School summed it up with a post-race report to his mother. "We lost. It was a race, though, a real race."



Coaching A Program With No Facilities

Excerpt from the ISSA publication
COACHING A HIGH SCHOOL SAILING TEAM

It is gratifying — and perhaps surprising — to realize that it is possible not to have sailing facilities to run an effective sailing program! Desirable? Yes, of course. Necessary? No.

While there are certainly frustrations when boats have to be begged or borrowed, the beauty and enjoyment of this wonderful sport usually transcend initial lack of boats and equipment. The formation of a school sailing club — with frequent meetings, membership in a regional association perhaps as an associate member, sharing facilities with other association members of comparable ability, and promoting the enthusiasm through articles and photographs — do much to create the feeling a being a team and a sport, even without water, docks and boats that a school sailing team can call its own.

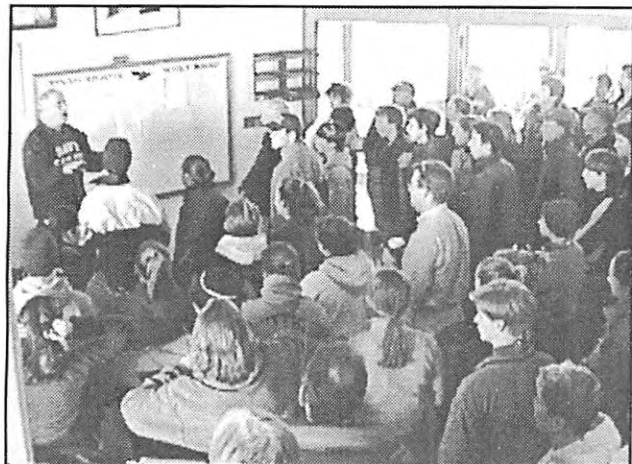
Meetings of school sailors can do much to create a sense of solidarity and accomplishment. These are times to discuss various aspects of boat and sail handling, racing rules and tactics, expectations of skipper and crew, as well as deal with clothing, capsizing, hypothermia,



and a long list of other matters. These are times for videos, outside speakers, various members sharing personal "sea stories," and just socializing (*with plenty of food!*)

Schools have better access to the water nowadays with the increase of community sailing programs. Such programs receive a hefty boost when school programs utilize them. Similarly, local yacht clubs with interest in junior sailing and a fleet of boats can offer much to their town or city by letting local schools use those facilities. Newport (RI) Yacht Club lends its facilities and fleet of 420s to the sailing team in the local high school, one way the club cooperates with the city on community affairs to their mutual benefit. Increasingly colleges too are realizing the benefits of making their facilities available to organized school programs. The US Coast Guard and Naval Academies, MIT, St. Mary's (MD), University of California Irvine, Tulane and Brown Universities are just some of the college programs that have strongly supported school sailing for years.

To organize and coach a program in these beginning stages takes enthusiasm, interest, hard work, and follow-through. Developing a new program means getting young sailors involved, talking, and sharing enthusiasm. *Go for FUN!* Set realistic goals, realizing that you do not have to win immediately to have accomplished a purpose. These goals at the outset may merely be competing in one or two non-championship interscholastic regattas a year, moving on later to major association and national regattas as the program develops.



Without facilities of its own, a school team's on-water time may consist of actual racing or practices as a guest of colleges, clubs, community programs or schools with boats or as competitors in sailing regattas open to all schools. While this may be frustrating, much can be shared and learned from such ventures and they go a long way toward developing the enthusiasm that may be needed to acquire the type of facilities that let a sailing program grow.

If there is access to water, getting boats is an obvious next stage. Whether you scrounge used boats from magazine and newspaper advertisements, back yards and old barns, or raise money to purchase a fleet, this can be a most enjoyable stage of coaching. The whole group has a vested interest in obtaining and protecting "their boats." Both the acquisition and refurbishing of the fleet provides a sense of shared purpose especially if it can bring students, parents, teachers and the community together. Developing the concepts of care, consideration, leadership, appreciation, and (most important of all) safety are key at this stage.

There is no practical way to describe the ideal setup for a school sailing program, especially a program that is just being established. However, we can set some guidelines.

FACILITIES

1. WATERS The sailing waters should be as unobstructed as possible, with uniformly deep water, minimum current, steady winds, little chop, and clear of other boat traffic. Good racing puts little premium on local knowledge that can give any decisive edge to the home team. A square mile of such water is preferable, but many excellent sailing programs

operate on less. Above all, though, do not let the absence of ideal waters deter establishing a sailing program. Only if the venue would be dangerous should it be a concern. Kids are highly adaptable creatures and most will find even minimal sailing waters better than none.



2. SHORE FACILITIES AND DOCKAGE To safeguard boats and expedite getting boats onto and off the water, stable, protected docks are highly desirable. For team meetings and protest hearings, so too is a warm, dry building that may also be used to store equipment.

3. BOATS We live in a time when small, high performance boats are ubiquitous. Gone are the heavy "old-fashioned" craft that were once the mainstay of programs for youth. Sailing is simply more fun and more challenging when boats are responsive and fast and when they depend on crew agility and skill for speed. Since small, light

boats can readily capsize, they should be self-rescuing (capable of being righted by their crews without outside assistance and any water remaining in the boat drained out automatically as they are sailed away from a capsize). Self-rescuing boats are both safer and more competitive than any alternative.

Ideally there should be enough boats in a fleet to provide all the school sailors with an even chance to sail as well as to provide enough boats for sailing meets with other schools. Generally six boats is a minimum, allowing team practices and dual team racing meets with three boats to a team. Eight is a better minimum, putting more school sailors on the water for practice and reducing the impact of breakdowns that cannot be immediately repaired. Ten boats is about the maxi-



mum number that can be safely handled by a single patrol boat.

While light, quick boats are desirable, the evenness of the boats is crucial. No one learns or has fun when there are such differences in the performance of boats that sailing skill is compromised. All the boats should weigh the same, have comparable sails and equipment, and be rigged identically. Sails and rudders should be interchangeable. In the best fleet no young sailors should be able to blame their boat for their lack of success or have their victories diminished by others giving credit to their inherently faster boats.

In dinghy-sized boats, crew weight is often critical. Ideally differences in crew size and weight should not be decisive factor; a pair of 100-pounders, a pair of 150-pounders and two 200-pounders should be able to compete equally in all conditions. Unfortunately this is simply not realistic. In all small boats the optimum crew should weigh just enough to maintain stability upwind but not be excessive downwind when a lighter weight is desirable. Usually this optimum weight falls within a 50-pound range, and in top collegiate racing, a difference of ten pounds is considered crucial. A significant job of a coach is to match skippers and crews so that their weights are similar. Many coaches find that, where both girls and boys are part of their team, pairing boys with girls can make superb crew combinations.

4. OTHER FACILITIES Not to be in any way minimized is the need for a proper patrol boat. Safety is the foremost concern. When boats are sailing, there should be a stable, maneuverable, and well-handled "crashboat" with them at all times. The patrol boat should let sailors in the water get aboard easily and

safely without risk to the boat and then permit righting the capsized boat without undue damage.

COSTS

Brand new, good boats for a sailing program may cost upwards of \$3000 per boat. Add to this another \$4000 for a suitable patrol boat and motor, and the start-up costs can quickly become formidable — perhaps over \$25,000 for a six-boat fleet with crashboat. Add to this the cost of shore facilities, life jackets, tools, spare rigging and boat parts (an inventory of boat parts helps minimize downtime for broken boats), motor maintenance and fuel, and race marks, and the cost of a sailing program may be daunting. But you don't need new boats to get started.

Something to keep in mind — and to keep costs in perspective — is to realize that the entire start-up cost of a sailing program (even one using new boats) is still less than the construction cost of a single tennis court. And a tennis court can accommodate only four players at a time, whereas six boats can be manned by twelve crewmembers.

Cost is reduced significantly when a new sailing program starts by using a second-hand fleet of matched boats. College and community sailing programs, even other school programs, commonly seek buyers for existing boats as they upgrade their fleets. A thoroughly suitable fleet of boats plus a solid inventory of spare parts may be available for less than \$1000 per boat. All that is needed is the willingness to transport the boats and then to do some refurbishing. In looking for a used fleet, a coach may be reassured by the fact that few established sailing programs can afford to wait until their fleet is trash before replacement.

In assessing a secondhand fleet for purchase, look for boats as well as sails and gear in similar condition so that the boats remain evenly matched. Don't be put off by cosmetic problems such as frayed lines, scuffed gelcoat, dings in rudders and centerboards, and tears in sails. These are the problems that can be easily and inexpensively solved. Make an offer for the boats that takes into consideration the cost of bringing the condition of the boats back up to the level of performance your program demands. Another approach is for schools in an area to buy one boat each and pool resources at a common practice venue.

High school sailing



Quarry of the rock stars

By S. Scott Coe

Across the parking lot the steady bass rhythm of a Fine Young Cannibals cassette crackles from the near-dead door speakers of an old van. Nearby, two guys drag a set of sails out of a numbered bag and begin rigging a 420 that is lying on its shoulder on the new Astroturf of a floating dock. Behind them, a tanned girl in shorts picks through a stack of Lasers balanced on end. The dock area is alive with activity and excited pre-race chatter.

It's mid-May, and young sailors from every corner of the country have gathered at the U.S. Naval Academy in Annapolis, Maryland, to test their interscholastic mettle in the 1991

Competitive high school sailing is no longer exclusive to independent schools. Public programs recognize the benefits

Mallory and Cressy cups—the national fleet and singlehanded championships in high school sailing. Some sailors, searching for the ultimate 2-minute snooze, are splayed out on a pile of gear bags and Burger King litter. Others are retying their

boots for the fourth time, trying to stop drysuit booties from scrunching up around their toes.

On the water, the wind is light and seas are choppy from vessel traffic and a building northerly. Like bees around a hive, the fleet of 420s sails tight loops around the spectator boat as coaches and teammates hanging from its deck shout last-minute tips and encouragement before the warning gun sounds.

IN AN AGE OF CROSS-TRAINERS AND Spandex, competitive high school sailing is no longer a sport exclusive to independent schools. Public programs also recognize the benefits

Students compete for the 1991 Mallory Cup in 420s (above)

Photographs by Skip Brown



A coed 420 team keeps a watchful eye on the competition, left; prerace snoozing, below

of a sport that challenges athletes both physically and mentally, evenly matches women and men, and gives students an activity in which they'll be able to participate for a lifetime.

Mark Laitin, a senior at University of Chicago High School, has been a part of the school's sailing program since its inception four years ago. He moved to Chicago from San Diego, where an active high school fleet has been competing since the mid-1970s. "It's a perfect way to vent steam after school," he says. "There's nothing better after a day of classes than to hit the water for a few hours."

The Chicago High team shares the facilities at Columbia Yacht Club (CYC) with four other schools. Their program (typical of most high schools) runs about eight weeks, with practice two to three times a week and regattas on Saturdays. "The only problem with high school sailing in Chicago is that the water's still really cold in the spring. But it's totally worth it," Laitin adds.

THE EFFORT REQUIRED TO MAINTAIN A program leaves many schools struggling. From the outset, starting a high school sailing program can appear an insurmountable challenge. Expenses, insurance, water access, chaperones, transportation—the list of objections and reservations is a long one. And just the thought of insuring kids for this kind of activity raises hairs on the necks of school board members around the country.

Undaunted, the 61-year-old Inter-scholastic Yacht Racing Association (ISYRA), the national organizing body for high school sailing, boasts a current membership of over 200 schools (and growing) from all corners of the country. The majority are public programs and, on the surface, seem quite similar. Yet there is no such thing as a typical secondary-school sailing program; individual arrangements vary as widely as the talents these kids have.

Like the Columbia Yacht Club member schools, teams supported

through local yacht clubs are probably the most prevalent. In most cases, it's an extension of the club's summer program. The facilities are there, the talent base is already identified, and, usually, the coaching staff necessary for a high school team is available in parents and club members.

"The costs vary depending on how much gear you buy," says Laitin. "It costs our school \$175 for use of the club for the season. We usually share gear and keep expenses down that way. Most regattas are held in the area, so we don't have to pay much for travel."

Community boating programs and local colleges also offer the means for high schoolers to sail. Borrowing or renting boats and facilities makes what would otherwise be totally prohibitive financially affordable for lower-budget schools.

Community Boating, on Boston's Charles River, provides resources and regatta management for 19 Boston-area schools, both public and independent. The cost to each sailor is \$35 for a six- to eight-week spring session that includes around eight regattas and twice-weekly practice. Brookline High School has been sailing through Community Boating for 15 years, and coach Wally Gleekman feels the program has been very successful. "There's really no other way Boston public schools could afford to do this," he admits. "It gets crowded when a bunch of schools want to practice at the same time, but there's plenty of competition around."



At the other end of the spectrum, the granddaddy of secondary-school sailing, Tabor Academy, in Marion, Massachusetts, has a program most colleges would envy. New 420s lie inshore from *Tabor Boy*, a 100-foot pilothouse schooner that cruises back and forth to the Caribbean with a complement of Tabor students in trimesterly runs. Tabor benefits from strong financial backing, a talent base of kids who often have been sailing family boats for years, and, in Rob Hurd and Toby Baker, a wonderfully talented coaching staff that teaches (and preaches) both the value of competition and the importance of sportsmanship. Annually, over 150 students are involved in organized programs, with open sailing and workshops for many more.

To hear Baker talk, you'd think he was teaching philosophy rather than sailing. "We give as many kids as possible the opportunity to sail, whether they want to race or just go out and play around on the weekend," he says.

For Tabor, as well as for many other schools, the team racing program takes priority over other types of racing. In 1990 the ISYRA inaugurated the Baker Trophy named after Tabor's Toby Baker) as the team racing championship for high schoolers. "The most important thing these kids can learn is the value of teamwork," says Baker. "We try to teach these kids a lot more than just how to sail."

It's a sentiment shared by almost everyone involved with high school sailing. "For these kids sailing is not just a high school sport," adds Larry White, president of the ISYRA. "The benefits go far beyond the race course. It's probably the broadest sport a student could take up. Whether they race or cruise, these kids will be able to sail for the rest of their lives."

It would seem an easy sell to school boards and athletic directors. "Not so," says Cappy Capper, director of the ISYRA Midwest Region. "Private schools are still, for the most part, much more supportive of the idea. Public schools seem to have two misconceptions: First, sailing isn't safe. Second, it's expensive. Both are false."

The ISYRA has gone to great lengths to win the support of school boards nationwide. Still, there is only so much that can be done. In the North-

So you want to start a program

New high school programs are springing up around the country every year. Before you try to get one under way at your school, however, there are some questions to consider. For example: Where will you get funding if the school won't sponsor you? Who will you race against? Where do you get a coach? Insurance? Boats? It may seem overwhelming, but most problems can be overcome with persistence and student support, according to many who have recently done it.

The Interscholastic Yacht Racing Association (ISYRA) has been helping schools start programs for over 60 years and can be a tremendous aid in getting a program started. ISYRA has a helpful guide titled "Starting Your Own High School Sailing Team," which outlines the steps needed to get a program recognized by the school, find boats, recruit a team, and find a coach or parent sponsor. For a free copy, write to: ISYRA, P.O. Box 377, Newport, RI 02840.

At press time, regional elimina-

west, for example, organized high school sailing is nonexistent. School support is lacking, the season is short, travel time to facilities is prohibitive, and potential competitors are far away.

The ISYRA has six regional divisions. At the end of the regular season, each region holds championships to determine which schools will head to the nationals. In the past the roster was decided by résumé, but now slots at the nationals are filled solely by elimination rounds. Each region is allotted a specified number of entries depending on the number of member teams in that region. "The new method allows schools to go to the championship if they sail well, not just if they have an ambitious schedule and the money to get there," says Gleekman. "It really is a better way to do it." Still, his school has some tough teams to beat to win one of the seven slots open to New England schools.

AS THE RACES CLOSE ON THE FIRST DAY, defending champion St. Petersburg High School, in Florida, with star helmsman Mark Mendelblatt, ap-



Teams hover around coaches on the spectator boat for last-minute pointers

tions are under way throughout the country. The Mallory (fleet) and Cressy (singlehanded) championships will again be hosted by the Naval Academy in Annapolis, Maryland, on May 9-10, 1992. Competition for the Baker (team-racing) Trophy will be held in Newport Harbor, California, on May 23-24, 1992.

pears on its way to its fourth consecutive national title. On Sunday, Naval Academy Prep keeps the Floridians sweating in their drysuits with consistent finishes by both its A and B boats. The championship is decided in the last race, and St. Pete ends up on top by 2, setting a new ISYRA record for consecutive wins.

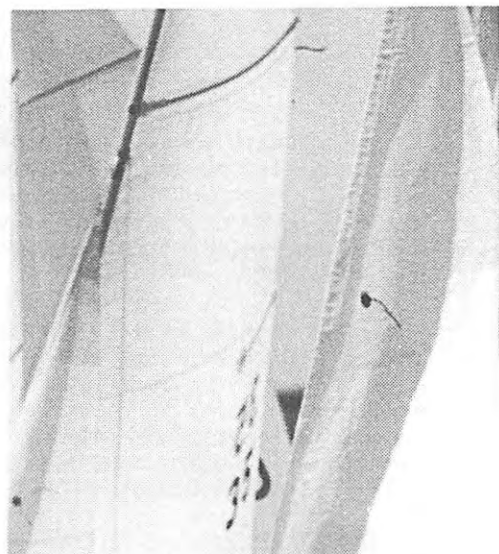
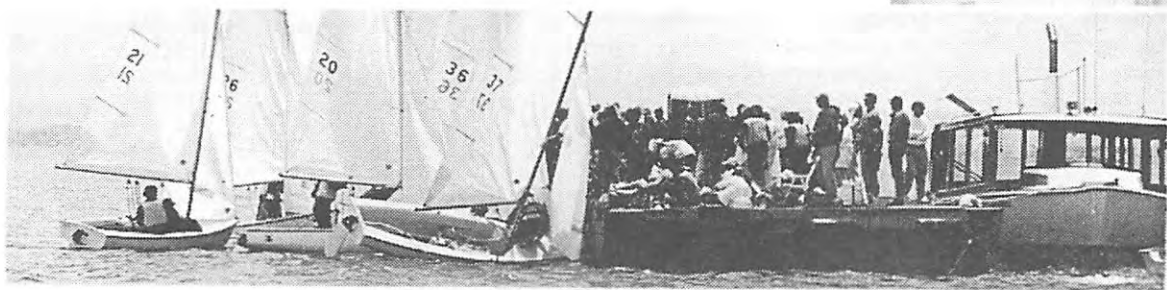
In Cressy Cup competition, Saturday's races leave Brian Camet of University of San Diego High and Brett Davis of Largo High School in Florida in close company for the silver. On Sunday, Davis produces two more bullets and consistent top-ten finishes to quickly close the door and take his second title.

On Sunday afternoon, drysuits and PFDs are stuffed back into vans, boats are lashed to trailers, and the annual three-day interschool siege becomes a postrace exodus. Teams head home to schools that may not even know they were here. About half of the kids in attendance will graduate and compete against each other on the college level. The rest will become next year's captains and skippers and will, in turn, recruit more crew.



The California Formula

Unique because of their travel logistics, temperate weather and young, talented coaches, Southern California schools have emerged as the cream of the 1995 high-school sailing crop. By Stephanie Keefe, photos by Tom Newby



Clambering from shuttle boats onto the spectator barge, more than 50 B-Division competitors, coaches and spectators passed gear bags, notebooks and water bottles back and forth preparing to make camp for the weekend. In the chaos, Newport Harbor HS and University of San Diego HS dashed in opposite directions to claim sites on the far corners of the barge, the same corners they had occupied at their qualifier. The two California schools had battled all season and now prepared to duke it out for the Mallory Trophy (doublehanded, A and B divisions) and the national title. Other teams of merit gathered between them, including traditional New England powerhouses Tabor Academy and St. George's, Southern favorite Jesuit HS of Louisiana and Palmetto HS of Miami (last year's winner) featuring Olympic 470 hopeful David Ames.

Ames and Newport Harbor skipper Steve Kleha brought a long-standing personal rivalry to the B-Division Mallory competition. They had met twice in their sailing careers, each posting a victory. This regatta was their final face off in high-school sailing, and both wanted the win. The Mallory's A Division was also stacked with hungry, talented sailors, making predicting the winners ahead of time foolhardy. In the Cressy Trophy (singlehanded) Laser field, local Jon Baker (Bishop's School) was the odds-on favorite, having won both the Pa-

cific Coast Cressy qualifier and A Division at last year's Mallory. But Bruce Mahoney of Clear Creek HS in Texas, a veteran Laser sailor, was also expected to be a contender.

The first day of the 1995 Interscholastic Sailing Association's (ISSA) high-school championships, hosted by Coronado YC (San Diego, Calif.), arrived with streaming sun and an 8- to 10-knot breeze that built as the day went on. Competitors strolled in wearing T-shirts and, when the time came to hit the race-course, sailors and coaches piled aboard the *HarborHopper*, a large enclosed tub of a boat that chugged its way out to the infamous barge. Most sailors brought limited supplies — just some lunch and water — but the Californians were armed with overflowing gear bags, lawn chairs and sleeping bags.

The Pacific Coast district's qualifier was at the same site a month earlier, so the locals had prior barge knowledge, knowledge that proved to be invaluable to attaining a high comfort factor between races. With properly positioned lawn chairs, the sailors spread out blankets, threw on long underwear and hid beneath the covers as the winds kicked up and a bone-chilling breeze blew against the barge. Most of the other competitors were not prepared for the cold. "I only brought a sweat-shirt," said Fred Bickley of Florida's St. Petersburg HS. "And no long pants."

Though the on-the-water weather didn't live up to its warm Southern California image,

the two-day series provided some heat. The winners of both the Mallory and the Cressy Trophies — Newport Harbor HS and Baker of the Bishop's School in San Diego — were on fire and dominated their respective regattas in a great show of top-shelf sailing.

On the Cressy course a strong breeze and a small chop set the stage for the Laser sailors and Baker and Mahoney began a fierce struggle in the first three races. Virtually match racing, the pair crossed tacks and jibes, swapping the lead throughout each race. But every time, on the top half of the last beat, Baker ground down Mahoney to log three firsts to Mahoney's seconds.



Barges overflowing with bodies added a new dimension to the boat rotation, and close quarters on the starting line kept everyone on their toes.

The close battle continued for the next three races, and when the day ended, Baker had a five-point lead.

To the coaches watching the Mallory, it was obvious from the outset that crucial point differentials between teams would come from B Division, and the first day of racing bore that out. Two California teams shot out of the blocks quickly, using their well-honed Flying Junior and fleet-racing skills to outsail the other competitors. University's Greg Reynolds and his crew Ashley Kurtz, San Diego's top Flying Junior sailor, led A Division from Race 1, but they were never more than a few points ahead of Newport Harbor's Nathan Dunham

and Casey Hogan, who shared skippering duties and a variety of crews. As they adjusted to the conditions and boats, Jesuit's Daniel Meade and Palmetto's Chris Gaffney became factors in A Division as well, but Reynolds held his own and led Dunham and Hogan by three points at the end of the day. Newport Harbor, however, had outsailed University in B Division, giving them a 10-point lead overall.

That evening, however, the teams in the middle of the standings shuffled as over 16 third-party protests were filed by the judges against competitors for collisions. At the skipper's meeting earlier that morning, chief judges Don Becker and Mike Segerblom an-

nounced that they would be looking out for fouls, specifically for collisions without exoneration. The adage "no harm, no foul" was not part of this high-school nationals plan.

Coaches nationwide agree that the rules should be enforced in high-school sailing when the students are learning how to compete aggressively. This sentiment is strong on the West Coast, where most boats are privately owned. As with college sailing in California, no single team hosts a regular-season regatta where boats are provided. Every weekend, individual team members, coaches or parents arrange with yacht



University of San Diego High School's Greg Reynolds and Ashley Kurtz (above) used straight-line speed to sail to first in A Division. Jaime Malm (inset) coached Newport Harbor's Steve Kleha (with medal) and crews Mandy McDonnell, Allison Hill, and Cortney Porolona to first in B Division. Combined with a second in A, his team also finished first overall.



At this time, Flying Juniors were the boat of choice for California colleges. Recognizing this, Hogan promoted the boats' use in Southern California yacht clubs junior programs, creating a base of FJ sailors from which high

clubs and colleges to borrow or charter trailers and boats to haul to high school events. On the racecourse contact is limited; the sailors know if their boats are damaged, they won't be able to sail.

Working out the logistics of weekend travel and boat maintenance is an integral part of the success of California high-school sailing and is accomplished only with an incredible amount of support from parents every weekend. "Without this unprecedented parental involvement, the PCISSA [Pacific Coast Interscholastic Sailing Association] would not be as advanced as it is," insists Tim Hogan, PCISSA Director.

The growth of the PCISSA was slowly cultivated by the efforts of Hogan and Bill Wakeman, along with countless other volunteers. Wakeman, whose father was one of the creators of the Pacific Coast InterCollegiate Sailing Association, instituted California high-school sailing when then student Dave Ullman asked him to run a regatta between Ullman's school and its rival. The district grew slowly, until it received a big boost about 10 years ago when UC Irvine, Stanford and USC in turn volunteered to run high-school regattas (the Anteaater, Cardinal and Rose Bowl regattas, respectively).

schools and colleges could draw. Later, by tapping the ranks of established junior programs the PCISSA grew rapidly. Today, New England remains the largest district with 45 member schools, but PCISSA membership has increased from 12 schools in 1993 to 35 schools in 1995. Following the Californian's example and drawing from established junior programs, the Midwest and South Atlantic districts have also grown.

The PCISSA also instituted new rules that give both small and large teams the opportunity to sail all of their members. These include combining schools with only one boat to make a full team for a regatta, sailing a varsity and a junior varsity from the same team and "borrowing" a member from another team to round out a foursome and fill two boats. Though these makeshift and junior varsity teams are not allowed to compete for the Mallory spots, the rules expose more students to racing and have helped increase the level of competition at regattas over the past few years.

Westward Ho!

Hosted by the Coronado YC in conjunction with San Diego YC, the 1995 championships were distinguished by the fact that this was only the second time that the Mallory and Cressy have been run from a venue other than the Atlantic seaboard. East Coast schools, New England prep schools in particular, first organized sailing into a competitive high-school sport, and the inaugural Mallory Trophy competition took place in Atlantic at Indian Harbor YC in 1931. For more than 40 years the regatta moved from host to host on the Eastern seaboard and was almost always sailed in keelboats. As interest in high-school sailing increased in the early '70s, the racing shifted from

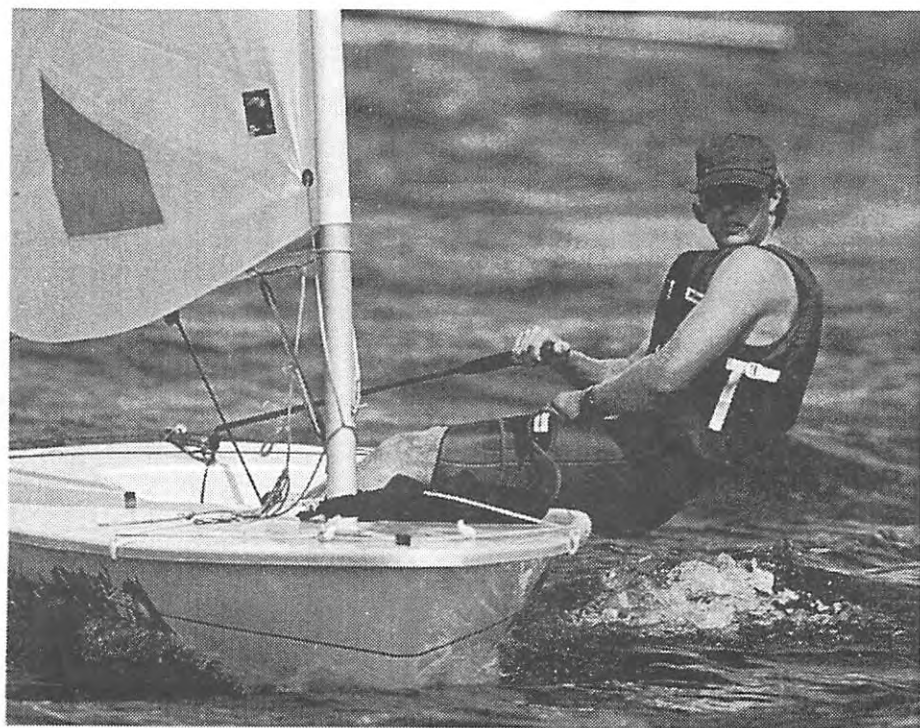
keelboats to dinghies. The Cotton Bowl Regatta was established in Texas and the U.S. Naval Academy in Annapolis, Md., ran a high-school invitational and established the Cressy Trophy.

For 10 years, from 1977 to 1986, Tabor Academy (Marion, Mass.) and St. George's School (Newport, R.I.) dominated the Mallory Trophy competition with one or the other winning all but one of the regattas (Isidore Newman School from New Orleans won in '84). Today, in Tabor coach Rob Hurd's estimation, "the strongest teams all have different qualities going for them; the New England schools have depth, the California schools have speed and the Florida schools have experience.

This mix makes them all about even."

In the spring of 1981 the Naval Academy ran the Mallory and Cressy (re-dedicated as a singlehanded award) Trophies concurrently, starting a trend that lasted until 1993 when the ISSA board members decided to rotate the national championships between all of the districts able and willing to support such a large event. Newport Harbor YC in Newport Beach, Calif., bid successfully for the '93 Mallory and the Cressy, allowing West Coast teams to sail in their own backyard. A well-run regatta showcased Southern California's unquestionable organizational and sailing talent and Point Loma and Newport Harbor high schools were first and second, respectively.

With the groundwork for Southern California's success laid by Hogan and Wakeman, a new breed of coaches has come in to produce even greater results. In less than four years, coaches like Geoff Becker, Randy Lake (University of San Diego HS), Jaime Malm (Newport Harbor HS) and Bruce Sutphen (Bishop's School), have set a pattern for winning locally and nationally. Becker, Lake and Malm, all three All-Americans at UC Irvine, bring their college nationals experience to their teams. These coaches have developed their programs with a focus on boathandling and it has paid off. "Southern California is so light all the time, you have to know how to boathandle your way around the course," says Lake. And, under Malm's tutelage, Newport Harbor HS was the second U.S. team to win the high-school team racing world championship, the only team to win both the ISSA Sportsmanship Award and the prestigious US SAILING national sportsmanship award (both in 1994), as well as becoming the 1995 national champions.



Long and lean, Jon Baker of Bishop's School in San Diego sailed steadily through the weekend's variable breeze to win the Cressy by 23 points.

With a new day and all the protests in place, Newport Harbor and University remained 10 points apart. Reynolds' program was to make the best of his phenomenal straight-line speed and post top finishes, but Dunham set out to keep Meade, Gaffney and Reynolds at bay by watching them carefully and putting points on them whenever possible. Reynolds was too fast to detain, but Dunham was able to stay close and he cut Reynolds' lead in A Division to nine points, allowing Newport's B Division an even greater cushion.

In B Division, University fell short in the beginning of the day, the Ames/Kleha battle went to Kleha and Newport Harbor stretched its overall lead. Kleha won his division with his polished sailing style and took low-point honors for the regatta by 17 points. Kleha set out to put points on Ames while keeping a

close eye on University's skipper Tighe Reid and Jesuit skipper Marcus Eagan. "I just waited for the word from Jaime [Malm] on who I had to beat and by how much. Then I went out there and did it," recalls Kleha. A superb boathandler, Kleha planned to take each tack, each jibe, one at a time, concentrating on the basics if he got behind, and picking off the competition boat by boat. Attacking the course instead of waiting for something to happen, Newport Harbor rivaled any current collegiate team with its teamwork. In the last set, Dunham posted a second and Kleha ground back from ninth to first, giving Newport Harbor its first Mallory win. With a flip of his hand throwing water into the air, Kleha and crew

Allison Hill sailed toward the barge with smiles plastered across their faces as the rest of the team exploded into its traditional cheer of "Ya, Newport!"

On the Laser course, the variable, 3- to 7-knot conditions plagued Mahoney but not Baker, who posted five firsts in seven races, winning the regatta by 23 points. Growing up sailing in San Diego gave Baker the ability to shift gears and sail well in the lighter conditions, though at over six feet tall he was one of the heavier sailors on the course. "When it's light air, I try even harder," Baker asserts. "People think that because I'm big I'll have trouble with light air and that really bothers me. But all you have to do is really focus and pay attention to the shifts." Mahoney struggled but, thanks to his stellar performance on Saturday, held second place. Third-place finisher Ken Haig from Punahou HS in Hawaii was 50 points back.

Baker's win made it a clean sweep for Southern California teams, and Kleha summed up the sentiments of the sailors: "We had worked so hard all season, trying to cover every situation, every possible on-the-water problem. In our effort, we earned our win." Likewise, the PCISSA, with its innovations and growth efforts, has earned its place at the top of the high-school sailing picture.

Stephanie Keefe sailed for Winchester H.S. (Mass.) and Tufts University, and is now based in Southern California. See "Finish Line" for a report on the Baker Trophy, and "Scoreboard" for results.

While the Mallory and Cressy returned to the Naval Academy in '94, Coronado YC won the right to host the '95 events, with the Baker Trophy for the team racing nationals going to Tabor Academy in Marion, Mass. (see "Finish Line" for results).

Many volunteers, led by regatta co-chairs Charlie Bell and Bill Maxam, aided in the production of this year's Mallory and Cressy competitions, donating time, facilities and resources. District representatives Tim Hogan and Bill Wakeman, in conjunction with the regatta's planning committee, arranged for the Flying Juniors to be borrowed for the Mallory. The boats came from teams and clubs from around San Diego Bay, and as far away as Santa Bar-

bara, and the sails were chartered from the USC program (which hosted two of the three collegiate nationals later in the spring in Long Beach). The 30 Lasers for the Cressy were supplied by local Sunfish/Laser dealers Rick Erikson and Bruce Sutphen and, when it came time to race, barges provided by the Naval Amphibious Base afforded coaches and spectators alike a great on-the-water vantage point. Shoreside, all meals, entertainment, housing, and shuttling to and from the regatta site and the airport were taken care of by volunteers, allowing the competitors to concentrate on nothing but the racing.

—S.K.

The past few years have been a time of great growth in organized high school sailing — locally, regionally and nationally. Some are dated, but the processes are nevertheless valid and useful. Here are some of the many “success stories” we have been hearing — any of which could provide new insight for you!

CAPPY CAPPER:
MIDWEST

In our area, the existing activity for our junior sailors at local yacht clubs wasn't much to talk about — aside from two months in the summer. Now, after about six years of encouraging high school teams, we have quite a number of kids involved in sailing at this level, and have expanded to a full seven months of sailing.

I started when I heard about the Mallory regatta. That year we applied by sending in resumes, but we were all turned down! So I did some more homework and went to the ISSA annual general meeting in Newport, RI to get some help. When I came back, I found out who the good local junior sailors were, and appointed a couple of them as team captains. Then I told them to go after the athletic director and/or the headmaster of their respective schools and ask for permission to form a club — we'd work to get the recognition later. In Illinois, the state athletic association doesn't yet recognize sailing as a sport, so it will be a few years before the sailing program is recognized as a varsity sport.

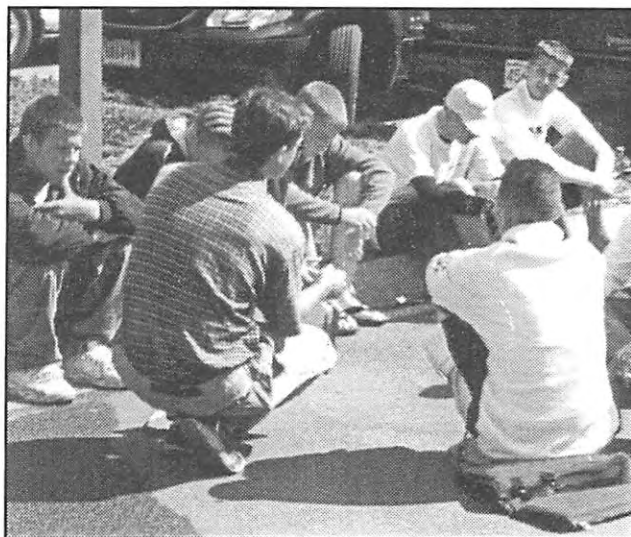
We decided to do whatever was necessary to get the high school teams going — there were five schools in our area near yacht clubs, three city schools near the Columbia Yacht Club, and the Park District programs which sponsored sailing competitions. We also talked to sailors and parents in both Milwaukee and Detroit. The strategy was to find out who might be interested and to get them involved. We're pretty excited now because this April we're having a regatta with plus or minus ten schools involved — and it's only our second year as an ISSA region!

Our next step will be to approach the yacht clubs which have a full-time staff to raise interest with them, and after that to approach area

colleges like Northwestern University (which has twelve 420s and is close by) and to ask them to sponsor a regatta for us. The Detroit area has great potential for sailing teams — Ted Dickson has a strong summer program there, and there are six or seven yacht clubs with over one hundred junior sailors, so we expect lots of interest. Milwaukee already has several years of organized high school competition behind them. They just bought a new dinghy fleet so they are real strong and well-attended. And with the lure of the Mallory Championship Regatta, there's lots of interest from young sailors and their parents.

Problems? The public schools at first seemed reluctant to allow a teacher to sign on as an advisor or to let kids compete under the school name; the whole concept was new to them. One Catholic school was interested, but really very concerned about the safety of the kids. They seemed uninformed about the sport. So I gathered information from ISSA and US Sailing about how we prepare teams and showed them what we teach the kids — basic safety, capsize drills, proper equipment and other procedures. That information helped the school officials relax. Materials such as US Sailing's *Level One Training Course* (what to wear, safety guidelines) and *Start Sailing Right* were a big help in this situation. And Virginia Long, Training Director for US Sailing, was a great help as well. I'd say about 99% of our high school sailors have completed a bona fide course in on-the-water and sailing basics.

I have found that it's not really as effective if I approach a school myself — it's much better to have the kids do that. And when they do, it's a lot more successful. The school authorities will lis-



ten much more receptively to kids and parents than they will to an outsider. At Latin School in Chicago, for example, the kids did all the work — not me. Four sailors and their parents approached the school's headmaster, which was their key to getting support.

A good way to get things going is to identify one or two good junior sailors, have them speak at an assembly and shoot at getting four or five more sailors interested — which is all you need to start a team. A year later, you'll have twenty kids on the team, as Latin School does now.

Six years ago, I had only about fifteen kids — most of whom didn't even know what a bow was. Now we have many schools, lots of interested sailors, and I'd say the future of high school sailing in the Midwest looks really good.

RON BREAUT:

LYME-OLD LYME (CT) HIGH SCHOOL

The significant change in our program came when the sailing team changed from being an unrecognized club to acceptance as a formally-recognized school club. Getting this recognition became crucial for us when it became a requirement for membership in both the New England School Sailing Association (NESSA) and ISSA, thereby making us eligible for participation ISSA's national championships. Without formal school recognition, our sailors would have been unable to compete in these major regattas.

When we began our efforts to organize a sailing team, the school authorities said "NO" firmly. The school's two main objections were about equally important from their point of view. First the problem of insurance. Second, at a small school (about a 300-member student body which already had a crew team) there was concern that sailing might weaken existing programs by drawing off kids from clubs and teams we already had in place. And since sailing is a two-season sport and popular locally, there was the feeling that the possible success and quick growth of a sailing team would have a negative impact on other team sports.

When we made a verbal presentation to school authorities, it was not well received at all. This was a disappointment to us, especially for the parents who had been involved originally and whose kids were now graduating and going on to sail in college. Who was going to carry on the program and give the younger high school kids their chance? With encourage-



ment from Nancy Healy of ISSA, we decided to give it one more try — this time making a more formal proposal.

Here's what we did to get ready for that meeting:

1. We solved the insurance problem, so that going into the meeting we knew insurance would no longer be an issue.
2. We had commitments from two faculty members to serve as advisors, plus two other volunteers to serve as substitute advisors, as needed.
3. We made sure there would be no problems with getting boats to use, thanks to the cooperation of the US Coast Guard Academy (USCGA).
4. We clarified our goals. Our primary intent was to keep our school eligible for the national competitions, and not to build up a big team that might be seen as threatening to existing programs.
5. We identified our key opposition: it was not the principal who objected to the proposal, but the school's athletic director. Athletics had adopted a policy not to add any new teams while school enrollment was holding steady or declining.
6. We requested that following our meeting, we get a response in writing.

When we finally had our meeting — kids, faculty, and the principal — we made the argument that we had been sailing for two years anyway without any apparent signs of negative impact. We explained that our main goal was to establish eligibility, to go slowly, and that we

were most willing to be sensitive to the school's situation by taking things one year at a time.

We got our club! We gained formal recognition from the school, which provided the program with a stipend for an advisor.

The main point in our experience is that we didn't take "NO" for an answer, that we prepared and went back again, and that our sailors now have the opportunity they deserve.

**BILL WAKEMAN:
NEWPORT HARBOR (CA) AND
CORONA DEL MAR (CA) HIGH SCHOOLS**

Bill has been successfully running high school sailing programs for Newport Harbor High School and Corona del Mar High School for twenty years in co-operation with a local yacht club. He had experience as a sailing instructor in college where Bill found that he very much enjoyed teaching kids to sail. He started his high school teams when the kids came to him and asked, "Why can't we have sailing as a high school sport?"

Fortunately, the principals at both schools were sympathetic, and it certainly didn't hurt that the mother of one of his sailors happened to be president of the local PTA! The four yacht clubs in the area were glad to help out — especially Balboa Yacht Club and Newport Harbor Yacht Club. There were plenty of Lasers around (sailors without their own boats usually could get the use of one), and yacht clubs helped out with long-term use of a Boston Whaler as a launch and some race marks.

Under Bill's leadership, the high school sailing teams became a recognized part of the athletic program with a varsity letter. California State Law requires five hours per week for physical education credit. By scheduling three hours/two days a week, Bill's sailors now also can get the required physical education credit. The availability of a recognized sailing team attracted students who might not otherwise have become interested in sailing, so Bill has always had a good supply of sailors. Afternoons are mostly spent with "Rules, Tactics and Drills" (the Harry Anderson course.)

Bill's Rule: "You don't have to be the best ... but you have to be good enough to stay away from the best."

Bill has real insight into why yacht clubs should be interested in helping high school sailing: "More than anything else, yacht clubs are

coming to realize that to attract junior sailors and keep them, they have to get FJs or some such boat into their club fleets. If a yacht club is losing junior sailors, they should get six FJs and make them available to high school teams. In our area, Newport Harbor Yacht Club has spearheaded this by buying a few boats each year, selling older ones to members, and thus building up our high school sailing fleet a little each year."

**NANCY HEALY:
EAST LYME (CT) HIGH SCHOOL**

High school sailing at East Lyme became a recognized sports club with a paid advisor in its fourth year. It was an uphill struggle all the way — you certainly need to be dedicated to get a program off the ground. I served three years as unpaid advisor, but it is definitely worth it.

When I started, I had just a handful of kids interested in sailing — no boats, no facilities. I had no idea of what to do or whom to call. Finally, through word-of-mouth, I made contact with Toby Baker who told me about NESSA and how to join. And lucky for me, about the same time I came across a newspaper item reporting that Larry White was arriving at the USCGA to take over its sailing program. So I called him, and with Larry's co-operation, the East Lyme kids began sailing along with the college sailors — helping our kids get their team going. It worked beautifully.

Of course we had our problems. (*HINT: Assess the kids' sailing abilities when starting up a program — and before you take them anywhere!*) Because we had so many kids flipping boats that we decided to concentrate on just sailing basics for our first year. At the end of that year, I went to the Board of Education and asked for our group to be recognized by the school as a club — a request that was okayed in part because I didn't ask for any money!

The following year, I returned to the board, and this time I did ask for money. By then, my team had acquired a couple of trophies that I could show off to everyone, and that tactic seemed to work. But there were still minor hurdles to overcome. I had to get a special license in order to drive school kids to out-of-state regattas. I was also required by the school department to be certified in first aid, which I accomplished through classes at the local Red Cross chapter. By the third year — in addition to

being paid as an advisor — I was granted a \$500 appropriation to purchase two dry suits; the following year, I got funds for two more suits.

I became involved that first year to help benefit my own kids and their friends. But when that group graduated, I found that I had to begin all over again. However, as I was committed to high school sailing and planned to stay with it, I found the effort very rewarding and that it did so much for the kids. So now at East Lyme, we avidly seek out and encourage new kids with little or no experience to get involved.

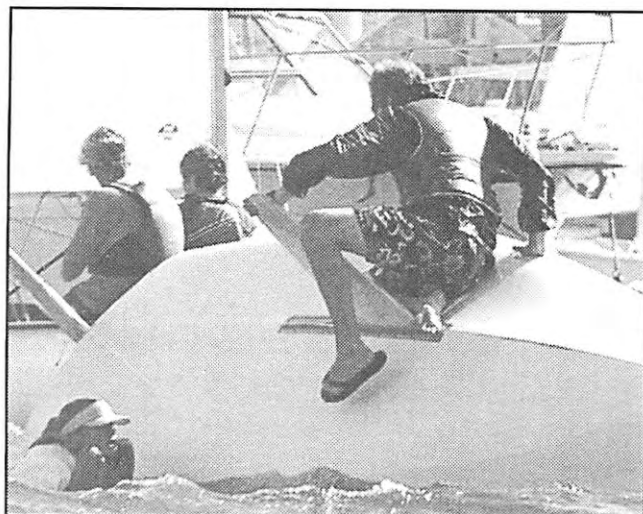
We succeeded with our program building by doing things like sending interested kids to a local sailing school at Mystic for basic sailing instruction. We also took advantage of rules seminars being offered by the USCGA. By utilizing available community resources, we pieced together enough education and experience to put our team together. And the kids did a lot to help each other, too.

One thing I feel very good about is that now other schools in our area won't have to go it alone as we did. News about what East Lyme High School accomplished traveled around, schools became interested, and soon Waterford, Groton, Old Lyme and New Haven got going. It really helps them to be able to take our story to their local boards of education. It's much easier to get approval once they hear how other towns are supporting their high school sailing programs, and learn that our sport is really catching on.

CAROL CONNOR:
FITCH (CT) HIGH SCHOOL

The main thing about starting up a high school sailing program is not to get discouraged — you have to do it all by yourself, and it seems to take forever! We found school administrators were not at all familiar with sailing, and particularly not with the idea that sailing could be a regular organized and competitive high school sport. They just didn't understand the sport, which made them reluctant to say "YES."

For example, they kept telling us again and again that insurance would be a big problem — although it turned out a year later that we were actually insured all along. (I would advise anyone hearing that insurance would be a big problem to do your homework on that issue because it's not really the stumbling block some people think it is.)



We were very lucky to have the USCGA in our area and access to their boats and facility. Schools interested in starting up a sailing program — but who have no boats or facilities — should check with local yacht clubs, community sailing facilities and nearby colleges that might have fleets to share.

Another problem we had was the need for a faculty advisor. That problem was solved by asking around for help among our local network of parents and friends. You also need a contact at the school to do communications and organization. My daughter, who was a student in the school, did all of that work.

We elected to stay as a club because as a varsity sport we would face restrictions imposed by the CIAA, preventing kids from doing sailing while they do another sport. At Fitch High School, we are now sailing with total support from the school, which provides money for transportation, regatta entry fees and food for our sailors.

BILL COLLINS:
BOSTON (MA) COLLEGE HIGH SCHOOL

I can remember beginning in 1981 with five kids — two of whom could not sail — no money or boats, and a very reluctant administration. The school president actually said "NO" twice. *"The last thing we need around here is another varsity sport; we have plenty already."* (Years later, this same administrator admitted to me that "most good administrators will usually say "NO" once or twice to see if you're serious!")

I eventually got approval — as long as there was no cost to the school. I would have to volunteer my time, the kids would have to pay their own membership fees and transportation



costs, and there would be no money for equipment or uniforms.

Fortunately, there was one junior who could really sail and knew how to race, and he was willing to help. We formed a club and just did basic sailing at Community Boating in Boston that first year. We finished with about ten students who could sail and who had been in a scrimmage or two with local schools. I asked each sailor to come back next year and bring a friend — and they all did!

We joined NESSA — a great help because we came in contact with other schools — and picked up a lot of helpful ideas from both sailors and their coaches. I took loads of pictures and made sure they found their way to school bulletin boards and newspaper articles. I also left copies of US Sailing's *American Sailor* around school, and asked the librarian to order books and magazines about sailing.

During my second year, I received support from parents, old alumni who were beginning to hear the school had sailing, and especially the school athletic director, who was looking for lifetime sports to add to the program. He was pleased to discover that sailing was so cost effective that kids who were not blessed with a particular physique could become competitive athletically, and that sailing really is very physically active — contrary to popular misconceptions. He helped by suggesting we award a "club letter" — the same as a varsity letter — at the end of the season, and he invited the sailors to the athletic banquet where we awarded a MVP trophy to our top sailor. All this gave us a chance to "educate" the school community to

the idea that sailing is a sport that deserves the same support as, let's say, golf or tennis. At the end of that year, we made up team tee-shirts with a fancy sailboat on them, which really got attention!

By the time we started our fourth season, the school community had seen and heard a lot about the sailing team. We had support from parents and alumni, as well as trophies to show off. All this helped persuade the school to recognize sailing as a varsity sport, which meant a budget for uniforms, expenses, regatta fees, and so forth. We had a full spring schedule and plenty of kids at all levels interested. We began a fall program for about eight weeks on how to sail, with returning varsity sailors volunteering to teach the new team members, who then become candidates to crew in the spring.

I believe it was very important for us to demonstrate to the school that we could involve a consistent group of kids year after year in both instructional and competitive sailing at a reasonable cost. It helped when the guidance department reported that kids were being helped on college applications when they listed their participation in sailing. We certainly had our share of problems (transportation, for example), but somehow things eventually worked out. The amount of help we had from parents was a big surprise.

We became eager to help any other schools that would want to start up a sailing program and Boston College High School hosts an evening for new coaches at the beginning of the season each year. In the years while we were developing our team, the number of high schools in the Boston area sponsoring a high school sailing team more than doubled. The increase in numbers brought its own problems to our limited community facility, but we dealt with that. The main thing is that more and more high school kids had a chance to do some team sailing in our growing sport.

RON KNIGHT: **BARNSTABLE (MA) HIGH SCHOOL**

In the spring of 1993, Barnstable High School in Hyannis, MA added a co-ed competitive sailing team to its athletic program. The twenty-two team members had an enjoyable successful inaugural season.

Perhaps what is more important than how well we sailed was how we established our sail-

ing team. Obviously, there were many meetings, presentations, phone calls, and so forth, but top three main concerns needed to be addressed prior to initiating our program. First, we had to determine if there was enough interest among the students. Hyannis is on Cape Cod — literally a large island with many yacht clubs and sailing facilities. Initially, over two dozen students with various sailing backgrounds expressed their desire to sail on a school team.

The second concern was to locate a facility and determine what boats we could sail. We sought alternatives to purchasing and maintaining a fleet of boats. Hyannis Yacht Club was approached. After several meetings, the yacht club enthusiastically offered the use of its facility, 420 fleet, and support craft to help the students at Barnstable High School.

The generosity of Hyannis Yacht Club cannot be over emphasized. Even though it's a private club, it's board and members understood the needs and opportunities for youths in the community. This relationship stands as an excellent example to all yacht clubs. And I hope other yachting facilities can be as helpful in their communities.

Our third concern was to sell the school administration our proposal. After meeting various requirements of the administration, the sailing team was accepted in the status of a "club." There was no room in the budget to support a sailing team. So we were advised we would have to be a self-funded organization. Special thanks should go to John Linehan, an avid sailing enthusiast and retired school administrator who helped convince the present school administration on the merits of a high school sailing program.

The arrangement with Hyannis Yacht Club kept the monetary requirements minimal. The yearly budget consisted of dues, fees, and such, but mainly of insurance requirements and compensation for a coach — about \$500. Insurance was required above the limits provided by the School Administration, so we approached US Sailing. US Sailing was extremely helpful both advising and providing us with the necessary additional insurance.

We approached numerous organizations to help fund the program. Sufficient funds were raised, with the FIGAWI Committee being the most generous. They deserve special mention for their assistance and financial support.



At this point, we lacked only one ingredient — a coach. We were blessed when John Kelley — a local resident with a lot of dinghy sailing knowledge and past competitive college experience — offered his time and efforts to Barnstable High School's students. Without John's dedication (and his wife's understanding), we would not have been so successful in our first season.

Starting a team required time, effort and desire. But the reward was been worth it. If sufficient interest exists among the students, if there is access to boats and a location to sail, and if a school administration willing to at least accept sailing as an opportunity, then you will succeed. Just don't give up!

**BETTY MINSON:
PORT JEFFERSON (NY) HIGH SCHOOL**

During the fall of 1993, the superintendent of schools walked into a classroom with a copy of Wally Ross' *Sail Power* under his arm and asked me — a math teacher and former collegiate sailor — if I thought I could plan and pilot a course about sailing. Previously I had been urged to "get something started for sailing" by some parents of a Sunfish sailor. However, the climate wasn't right. An interim superintendent had just ended school ski trips because of fears about liability.

Having started the Simmons College sailing team and assisted MIT co-eds with starting a women's sailing team in the 1960s, I now jumped at the chance to organize school sailing at Port Jefferson High School. We agreed



that we would have both a course on sailing and a sailing club/team. And we agreed that we needed a fleet of boats.

About this time SUNY Maritime Academy put its fleet of twenty collegiate 420s on the market. The superintendent, school nurse, teachers of Spanish, English, Art, and the elementary school together bought twelve of the boats and customized five new trailers to fit them. We formed a sailing club and put together a semester course called *Sailing and Navigation* that offered students a half credit in mathematics. Students used US Sailing's *Dinghy One Program* and USCG Auxiliary course material, as well as books, magazines, videos, and computer software simulation. The club has been operating year round since it began sessions on how to sail, family sailing, racing, and cruising.

As the program grew, sailors from the western Long Island area sailed with the club members, giving added support to the program. The neighboring town of Brookhaven contributed floats which students, parents, and the community made usable for drysailing the 420s.

The school district pays me as advisor/coach a yearly stipend, provides a budget for regatta travel, and is purchasing a boat a year to add to the fleet.

By 1995 the Port Jefferson High School sailing team was competing in Mid-Atlantic Scholastic Sailing Association (MASSA) and open regattas,

and hosted the first regatta of their own. Better still, we are bringing other Long Island schools into sailing.

The Port Jefferson School Sailing Club has a special mutually beneficial relationship with the Setauket Yacht Club. The first year's membership was free and the annual fee is about \$350, paid by the school district. The team helped Setauket Yacht Club in its effort to renew its lease with the town, and assists an Port Jefferson organization trying to establish the Long Island Seaport and EcoCenter which will include a community sailing facility.

The Sailing Club became secure in the community. It has nurtured seventy-five or so members to date. Some members are involved all year, while others participate for only one or two seasons. Recently it was placed under the school's athletic department. Sailors are not yet awarded letters; but they did design a team logo, and a local sporting goods store carries the logo on patches. In addition to school funds, the Sailing Club receives donations from a school district foundation, All-State Insurance, private contributions, and the PTO. These funds are helping us buy sailing gear.

Sailing in Port Jefferson Harbor is a short walk from the school. Sailing begins in March and continues through November. Most of the team members have learned to sail since joining the club. Most have also begun to race in local dinghy events. In the beginning, our sailors routinely finished last. Now they are moving up, placing ahead of other teams. Soon we will be at the top. And all it took was a forward thinking (and persuasive) superintendent, a teacher who has sailed, a yacht club that could see the benefit to having students use its facilities, and a host of school and community members who were willing to help a high school sailing program get off the beach.

**KEVIN BAKER:
FAIRFIELD (CT) PREPARATORY SCHOOL**

Fairfield Preparatory School's sailing team grew from a dream of a freshman to a club activity, and finally to a varsity sport in just three short years.

It began in October 1995 when Bryan Baker learned that his school would allow a sailing club to form if the students had a parent and a faculty advisor in place. Bryan went to the athletic director, who explained the rules of club

sports and then agreed to look at a plan for a sailing club. Bryan asked his family to help in the advisory role.

We didn't know much about high school sailing, so we made a short list of what we needed: boats, sailors, a venue, coaches, competition, and so forth. We quickly learned that Yale University could provide 420s and Boston Whalers as support boats, and they offered us use of their clubhouse locker room — all for a nominal charter fee. We adults volunteered to fill in as coaches for the first couple of seasons. As it turned out, we had a great time.

In November 1995, we held the first of what would become annual organizational meetings. Bryan promoted membership among the student body, using posters and announcements. Eighteen interested sailors showed up at that first meeting. These eighteen made out their sailing resumes on a prepared form, and we all agreed to hold another meeting the next night with their parents.

The parents were enthusiastic and became the volunteers that made the early days of the club possible — providing transportation plus moral and financial support. Scott Hardy at *The Boat Locker*, a local marine store, helped the club members buy drysuits and other cold weather gear for spring sailing in New England. Noted sailor Dave Dellenbaugh attended the second meeting to lend his support. People became excited about the endeavor.

NESSA taught us how high school sailing works. By December 1995 we took an important step and wrote a strategic plan for the next three years. In it we wrote a mission statement, describing the purpose of the team. The plan identified the team's short-term, mid-term, and long-term goals, and explained the structure of ISSA and NESSA and how these organizations support high school sailing. The plan included a four-year financial plan for each year, for both spring and fall seasons. Finally, it identified critical issues that would enable our team to survive its infancy and grow to a varsity sport.

Looking back at our history, several key people and developments strengthened the organization. The first was the guidance and support from the Fairfield Prep's Athletic Director, Bob Harris. He identified the requirements necessary for students to participate in sports and in sailing. These included the Student/Athlete Contract, which deals mainly with academic



and behavioral eligibility; a current physical; the yacht club's waiver form; insurance; and the swim test. We carefully followed his criteria so that the sailing club would fit into the framework of all athletics at Fairfield Prep. With him we also discussed school funding, rules about raising money, how captains are selected, and so forth. Thanks to Bob's help, establishing these rules and guidelines at the very beginning helped us understand how to form and manage our team.

Steve Jacobs, Director of Development at Fairfield Prep, also took an interest in the sailing team. He saw a long-term benefit of having a sailing team at the school. The team sails against many of the same schools that Fairfield Prep competes with in academics and recruiting. Thanks to Steve and Father Boughton, President of Fairfield Prep, the team gained the support of the school's administration.

The next key development was insurance. When we first started, we had no insurance — something I would not recommend to newly-formed teams.

We looked at a separate policy for the team through a company recommended by US SAILING, but we found that at \$1800, the premiums were too high to be affordable. The next step was to ask Bob Harris about insurance through the school. The school's insurance agent explained coverage and costs. This opened the door to solving one of the biggest problems we faced. The insurance policy carried by Fairfield Prep (as part of Fairfield University) is a huge umbrella policy covering all aspects of the school, including sports.

It turned out that for \$300 a year we could add sailing to the list of covered sports. Once

again, Bob and Fairfield Prep stepped up to help by offering to pay for the policy rider. Frankly, it is in the best interest of an high school that agrees to allow sailing to provide coverage for the team — if for no other reason than to protect everyone involved — including the school. Later, when we found a yacht club that would host our practices, we learned that for an additional \$300, our insurance coverage could be expanded to include property damage for six 420s and two Boston Whalers, with but a \$500 deductible. It was a small price to pay to allow us sleep at night.

Our final and greatest challenge was to find a sailing facility close to Fairfield Prep since the Yale University boathouse was a forty-five minute drive away. Pequot Yacht Club provided the answer. No stranger in taking a leadership role in promoting the sport of sailing, the yacht club realized the opportunities as well as the synergy between high school sailing and it's junior sailing program.

Pequot accepted the proposition that high school sailing would use its 420s and privately-owned Lasers during September and October and again March through May. These were not peak usage periods for the yacht club.

The yacht club believed that if high school sailing worked, it could help build membership in its summer program, and ultimately in its general membership. Thanks to the foresight of Commodores Ben Baker and Bob Larsen as well as Pequot Yacht Club's flag officers and board of governors, the yacht club invested in a fleet of six 420s and a drydock to store them. Once again, the Fairfield Prep sailing team worked hard from the beginning to create an agreement that described the relationship between the school's sailing team and the host yacht club, and this document continues to serve us well today.

The results have been remarkable for our sailors over the past three years. They are sailing on a varsity team in their high school in a sport they love. At times the team has followed the fleet or gone for a swim, but they have also won or placed in regional regattas. So far one sailor, Bryan Baker — the same student who as a freshman conceived the idea of a sailing team — qualified for an ISSA national championship, the Cressy.

Membership on the team has also lead to summer jobs as sailing instructors. And two of

the senior members on the school's team were actively recruited by a number of premier colleges because they sailed so competitively in high school. These were our goals.

All of the planning documents we used to form the team and then to manage it are available from ISSA. Hopefully they can be helpful to you, too. Call us if we can help.

ROB MacCUSPIE:

TRINITY (FL) PREPARATORY SCHOOL

A few years ago, the only opportunity for high school-aged sailors in Central Florida to even get out onto the water was during a few short weeks in the summer at Rollins College. Few people in the area even knew that sailing was a major sport in other parts of the country.

That began to change after an eighth-grade extra credit assignment for English. The class was called upon to write for the middle school's newspaper, and I decided to write an editorial on how Trinity Preparatory School should use its surrounding lakes more effectively by sponsoring a sailing team.

The trailer asking for feedback resulted in several students — and even the headmaster — contacting me about how to go forward with the idea. I was blown away by the number of people interested and that the headmaster of the school was in full support.

First I had to attend a regatta to find out what starting a program would involve. After watching the regional qualifying regatta in Stuart, Florida, we knew that if we were going to be competitive, we'd have to get organized.

I decided to form a club. While getting organized took most of the first year, we were fully ready by the next year, having settled insurance, safety, and organizational concerns raised by the school and club members.

Just before the start of the first official year for the Trinity Prep Sailing Club, an agreement was worked out among nearby Rollins College, Larry Landrigan, and Trinity Prep. Landrigan had designed, built, and owned four Ocean Breeze 18s which he allowed the Trinity sailors to practice in. Rollins College graciously allowed the high school sailors to practice on weekends when the college did not need the boathouse, giving us access to a large sailing facility. This enabled us to get the valuable on-the-water time we needed and gave the college and Landrigan good publicity by supporting com-

munity sailing.

In September 1996, we held an organizational meeting, hoping for twenty to twenty-five prospective members. When about forty people showed up — more than the room could hold — we moved the meeting outside to accommodate the overflow. A few people became discouraged at the size of the group and left, but thirty people stayed.

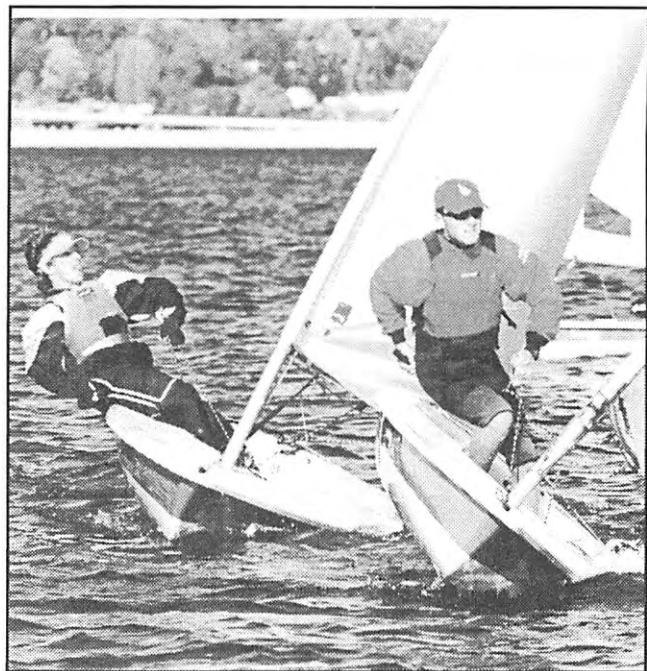
The idea of the club maintaining the borrowed boats at members' expense then arose. When the anticipated costs were calculated, the fee was set at \$60 for the entire year — a fee equivalent to one morning's sailboat charter at the only sailing rental place in Central Florida. While those who knew nothing about sailing complained about the high cost, about fifteen people decided to leap at the opportunity to sail on Saturday mornings during the school year.

We knew that the limited practice schedule would keep the team, comprised mostly of people who had never sailed before, from becoming a major contender in the Districts. In order to become competitive, we would have to have our own fleet and be able to practice much more often. The sailing club set first-year goals of sailing in the District regattas, making one other out-of-town regatta, and holding a local regatta. Now the most important goal was saving money for the purchase of a fleet as we had already accomplished our first three goals.

We set about finding a way to obtain a fleet of boats of our own. The location of the campus (between two lakes to the east and west, and a canal on the south) reminded the club members of their goal daily as they stared out at the open water between classes — and especially on windy afternoons after school let out for the day.

A state law prohibited funding for club sports, and a capital campaign by the school to raise \$5 million for a new education center, technology upgrades, parking lots, and athletic fields was already in place. These limitations, coupled with no start-up money from the students' activity fund, made the issue of paying for the fleet the major hurdle to overcome.

Through a series of fundraisers and practice fees, the club raised over \$1200 in its first year. By taking extra care of the Rollins practice boats and having a limited regatta schedule, about \$900 remained in the treasury at year's end.



As we geared up the long-range fund-raising campaign, the club began looking for a used fleet to get an idea of how much further the club would have to go financially. My dad, in talking with Vanguard Sailboats about the cost of new boats, found out about an opportunity at Boothbay Harbor Yacht Club in Maine. The yacht club had just purchase a new fleet of 420s from Vanguard, and they needed to sell their old fleet quickly.

We couldn't resist this deal. The sailing club prepared to raise the remaining funds and pay for the fleet as the school purchased it, with support from every member of the administrative council.

The Trinity Prep Sailing Club's focus, hard work, and determination paid off, as there is a fleet of 420s along the shoreline of Trinity lakes. The sailing club was — and still is — greatly helped by the continued support of the school.

Even though it is summer, everyone on and off campus is talking about "the boats" at Trinity Prep on the shore of Lake Burkett.

SCOTT MELANGER: HAWAII

The Hawaiian islands offer the world's best sailing conditions: year-round temperatures in the 70s and 80s, a water temperature about 72 degrees, and tradewinds that blow from the northeast at a fairly constant ten to twenty knots. This paradise lends itself well to all types of outdoor activity, particularly sailing.



Strangely, though, sailing — especially dinghy sailing — is not as popular as one might think. While Polynesia has a strong link to sailing — the original Polynesian inhabitants of Hawaii were thought to have arrived on sailing canoes — boat ownership is not common. The lack of natural harbors and challenging conditions may be part of the reasons. Nevertheless, local yacht clubs have hired full-time program directors and purchased fleets of boats to interest youths in sailing. So, although youth programs in the islands have been around for the past 30 years, it is only fairly recently that high school sailing programs have begun to catch on.

Because of its small population and isolated geography (the Hawaiian islands are the most remote landmass in the world), Hawaii did not send sailors to national high school events. The cost of airfare was prohibitive and, as a member of Pacific Coast Interscholastic Sailing Association (PCISA), Hawaii sailors had to travel to eliminations held in California. Then, if a team qualified for a national event, it meant a second trip to the the Continental US.

With the help of local funding and the creation of the Maui Divers Interscholastic Challenge Cup (awarded to the Hawaii winner of the Cressy eliminations), sending successful Hawaiian singlehanders to the national championship became possible. In 1992 and 1993 Roger Arnemann, representing St. Louis High School, was the first island sailor to attend the Cressy. Roger was a member of the Waikiki Yacht Club Sailing Program under coach Guy Fleming.

Following Roger were Matt Cochran of Punahou School in 1994, and in 1995 Ken Haig, who finished third in the Cressy and went on to

the High School Worlds held in Ireland, and Paul Kaseburg, both representing Punahoe High School. More importantly, Hawaii singlehanders consistently finished in the top half of the championship fleet.

In 1996, Hawaii secured one of PCISA's allotted berths in the Cressy and no longer had to send sailors to California to qualify. The success of Hawaii's entries in the national regattas justified giving Hawaii an assured berth. Other successful singlehanders followed: Kaya Haig of Punahoe in 1997; Adam Corpuz-Lahne, who won the Bullivant Bowl for Sportsmanship at the 1998 Cressy; and Andrew Lewis, who won the 2000 Cressy championship in the strong winds off Galveston, TX. Both Adam and Andrew sailed for the Assets School.

This strength in singlehanded sailing is due to the prominence of the Laser fleet in Hawaii and to local stand-out singlehanded sailors. Sam Kerner, who grew up sailing off Waikiki, did well in the Finn Olympic trials in 1992 and 1996, while fellow island sailor John Myrdal was fourth in the Olympic Laser trials in 1996 and won in 2000 to qualify for Sydney. In part as a result of these role models, local programs focused their efforts on singlehanded sailing.

Most local sailors in their early stages came from the Waikiki Yacht Club sailing program under Coach Fleming. Fleming, a US Sailing Master Instructor Trainer, credits advisor Connie Smales for creating the early interest in high school sailing.

"Connie advocated the creation of a teen novice class which was geared toward high school-aged youth," says Fleming. "She saw the way to get new sailors interested in the sport was to start at the ground level and work your way up."

All high school sailing was done in Lasers and the biggest program is at Waikiki Yacht Club. For several years in the early to mid-1990s, there were a dozen keen Laser sailors sailing on Wednesday afternoons and weekends. Both public and private schools were represented and the sailors had mostly come up through yacht club junior programs.

For years the only boats used for instruction were singlehanded Lasers and El Toros. The only doublehanded boats were the FJs used by the University of Hawaii Sailing Program. Some sailors considered the lack of doublehanded sailing as an advantage. Kaya Haig comment-

ed, "Sailing Lasers made me appreciate the physicality of sailing as well as the mental. I'm not afraid of twenty knots and I enjoy the confidence that comes with years of singlehanded sailing."

With doublehanded sailing in the future, the High School Doublehanded State Championship was created in 1997 using the FJs at University of Hawaii's sailing facility at Keehi Lagoon. These events became very popular as the opportunity to sail with a crew is limited. Two dozen sailors showed up for the first regatta with similar turnouts for the next two years. This planted the seed for one day getting more doublehanded sailing in Hawaii.

In 1999, one event gave doublehanded practical impetus: Hawaii hosted the 1999 National Junior Championships for the Sears, Bemis, and Smythe Trophies. The Bemis Trophy regatta is sailed in doublehanded boats and a by-product of hosting the event would be the chance to purchase the fleet used after the regatta at a discount. Junior sailing supporters lobbied yacht club boards to purchase the fleet. Waikiki, Hawaii, Kanoeha, and Pearl Harbor Yacht Clubs plus University of Hawaii were all interested.

The doublehanded era began in the fall of 1999. A series of eight regattas were sailed weekday afternoons. Because no one knew how popular the sailing would be, the rules were open; skipper and crew could come from any middle or high school and they needed little experience. After three regattas (with an average fleet twelve boats), it was apparent that this was going to be a growing phenomenon.

In November, a team from Kalahoe High School, Michael Cervantes/Erick Lindstrom, won the qualifier for the 1999 Great Oaks Regatta where they placed eleventh out of sixteen boats and greatly enjoyed the experience.

In the spring, the series continued with events at Waikiki and Kanoeha Yacht Clubs, and a team from Kalahoe went to the PCISA doublehanded district championship. They came away from the event with a firm respect for the high level of sailing from the California teams.

The future of high school sailing in the islands is linked to getting more schools involved. Currently organizers are proposing area schools provide a physical education credit for the sailors to encourage them to organize teams. The organizing bodies for high school sports in



Hawaii, the Oahu Interscholastic Association for public schools, and the Interscholastic League of Honolulu for private schools, will recognize sailing as a sport if there are more than three schools with teams.

STOVY BROWN: PATUXENT (MD) HIGH SCHOOL

At Patuxent High School, sailing is a club sport recognized by the school for varsity letters, but not the county school district or the area athletic conference. As a club activity, parents sign field trip and insurance waivers as they do for NJROTC weekend excursions. Team members must have a current physical examination on file with the school department of athletics. With all this done, our activity comes under the county board of education insurance as a school club activity. This handles the weekend varsity competitive regattas.

Practice sessions are sponsored by a local yacht club. Team members must join the club as junior members and pay a fee for high school practice sessions. Parents sign waivers of liability and consent to medical treatment just as they do the club's summer junior program.

We put together a foundation in southern Maryland to fund the expensive equipment needed for our local junior and high school programs. This foundation charters 420s to the local club and sponsors other junior sailing and related promotions.

Starting A School Sailing Team — Step By Step

The following is a brief recipe for organizing a school sailing team. Obviously the steps have a certain logic; but also just as obvious, the exact steps may be different for you and for each school.

1. Determine how much interest in a sailing team there might be in your school.

Talk it up among students and try to find out how much sailing experience is available in the student body and how much enthusiasm the experienced sailors have. Note: potential excitement among students with little or no experience is not as important as among students who have raced sailboats. In most cases a school sailing team needs at least one or two accomplished sailors. Organize a meeting of those who are interested; nothing attracts more attention than a meeting of enthusiastic people.

2. Learn as much as possible about school sailing, about the Interscholastic Sailing Association (ISSA), and about school sailing in other schools, especially those in your geographical area.

Generating enthusiasm and support will depend more than anything else on your knowledge of who is sailing, where they are sailing, what type of interscholastic sailing is available, etc.

3. Reconnoiter local sailing facilities — yacht clubs, colleges, community programs — and area sailors who may have no connection with your school but who do have sailing or marine business experience.

Talk to them, describe what you are thinking of doing and ask outright for their advice. It is probably too early to solicit their help in securing facilities but jump for joy if they make an offer.

4. Search out support especially within your school.

Talk to teachers who might be interested in getting a school sailing team, to the school athletic or activities director, to the principal or headmaster, and to parents, both your own and those of fellow sailors. If one sounds amenable, set up an immediate return visit with more details. If two or more are interested, set up a

joint meeting. Moral: adults are far more willing to become involved if they do not have to do it alone.

5. Be thoroughly prepared to answer questions.

The most commonly asked questions are about liability (on the water, en route to regattas, and so forth) and funding. Neither of these should prevent starting a sailing team. If they ask something you cannot readily and clearly answer, promise you will return with a quick reply — and do it.

6. Get everyone who has agreed to help you, however modestly, a source for information.

Supply them with ISSA publications, videos, and the newsletter. Put them on a mailing list for ISSA material and into their hands a list of ISSA people and their phone numbers and web site addresses. ISSA can help by giving you or them the names and ways to contact those in your area who have started sailing teams or are coaches.

7. Set reasonable but challenging goals.

A sailing team is a long-term proposition. Set up a series of attainable steps that make the project look feasible.

8. Be prepared to start modestly.

Sure — for your team, you would love to have at least a dozen prospective Olympic sailors, a ready-made fleet of brand new boats, a coach whose team just won an inter-galactic championship, team recognition to rival the most popular existing school sport, and a financial endowment that assures the plushest of travel and uniforms. But get real. To start with, accept whatever is the best status a sailing team can get in your school and community. And more importantly, remember that you are trying to organize something that will long be in place — and growing — in your school after you have graduated.

9. Have your school join your district association.

Belonging to an association gives credibility to your efforts. But note, membership is by schools. You will need some official recognition by your school.