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In This Issue...

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EDITORIALS

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In This Issue . . .

I find it a bit hard to believe that this issue begins the fifth volume of the *International Journal of Aquatic Research and Education*. Some days it seems like a long time, but other days it feels just like yesterday when *IJARE* started. This is a good opportunity to offer my personal thanks to the hundreds of folks who contribute and make *IJARE* possible: subscribers; authors; editorial board members; reviewers; Tom Lachocki, CEO for the National Swimming Pool Foundation, a key sponsor of the journal; Greg Reid, the very supportive Journals Division Head at Human Kinetics; and particularly Margery Kane, our hardworking managing editor. Way to go, team!

I believe readers will find this issue to be quite interesting, albeit perhaps somewhat unusual. For starters, there are fewer published research and educational articles than in most issues. On the other hand, this issue has at least as many pages as other issues due to the two scientific reviews appearing at the end of the issue. As readers should note, the first scientific review is the long-awaited report from the U.S. Lifeguard Standards Coalition with its 15 separate questions, evidence-based scientific reviews on key lifeguarding questions, and an extensive set of pertinent references. It is well worth scrutinizing and rereading for the wealth of information it contains. The second and final scientific review comes from members of the American Red Cross Advisory Council for First Aid, Aquatics, Safety, and Prevention (ACFASP) and underscores the controversial question of the appropriateness of employing critical incident stress debriefing (CISD), sometimes also known as CISM, or critical incident stress management.

The first article appearing in the research section of this issue is "Analysis and Rebuttal of Development of an In-Water Intervention in a Lifeguard Protocol," authored by seven members of the aquatics sub-council of the American Red Cross Advisory Council for First Aid, Aquatics, Safety, and Prevention (ACFASP): Peter Wernicki, Peter Chambers, Roy Fielding, Terri Lees, David Markenson, Francesco Pia, and Linda Quan. The authors review, question, and challenge the previously-published study (Volume 4, Issue 2) by John Hunsucker and Scott Davison. Such a rebuttal article serves one of the important missions of *IJARE* to provide a forum for dialogue on important or controversial aquatic issues of which in-water intervention, or IWI, is one such topic.

The other two research articles in this current issue both are coauthored by a research team from the Councilman Center for Aquatic Research at Indiana University: Andrew Cornett, Josh White, Brian Wright, Alexander Willmott, and Joel Stager. Both articles deal with the potential safety associated with performing competitive racing starts in different depths of water. The first study, "Racing Start Safety: Head Depth and Head Speed During Competitive Swim Starts Into a Water Depth of 2.29 m," is a sequel to the study published by this same team in the previous issue of the journal. Like its prequel, this study involved collecting biomechanical measures of racing starts during actual competitive swimming events. The second study, "Water Depth Influences the Depth of Competitive Racing Starts," used a

within-subject design measuring the depth and speed of racing starts performed in three different water depths. While *IJARE* normally restricts its articles to non-competitive aquatic topics, I judged that the focus of the articles on diving safety, albeit racing starts, was of sufficiently broad interest to merit publication in our journal. I trust readers will agree.

The final two articles in this issue nominally are classified as “educational.” Susan Grosse from Milwaukee, WI authored an intriguing article, “Water Learning: Tapping the Educational Potential of Aquatics,” in which she articulates how an aquatic environment can serve to reinforce learning, not just for swimming but for a variety of educational topics. Ms. Grosse challenges aquatic instructors to avoid the sometimes mindless use of aquatic games such as “Marco? Polo,” preferring instead to direct games toward more specific and explicit educational outcomes.

In the final educational article, Belinda Stillwell, from California State University, Northridge, explores the very timely topic of the persistent adult nonswimmer in her “The Subjective Experiences of Those Afraid in Water.” While published as an educational article, Ms. Stillwell actually employs a modified case study approach to qualitatively investigate what three persistent nonswimmers have in common with respect to their learn-to-swim experiences. I think those readers who have experience teaching adults and other resistant swimmers will identify with this article as well as gain new insights.

As always, enjoy the reading.

Steve Langendorfer, Editor
International Journal of Aquatic Research and Education