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PROMOTING CROSS-COUNTRY

AND DISTANCE RUNNING

(TITLE)

BY

Richard E. Storm

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
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Administration of Interschool Athletics

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I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
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CHAPTER I
INTRODUCTION

Cross-country running goes as far back in the history of the human race as almost any activity we know.¹ Running is deep in our racial history and is considered the most natural of all athletic movements.

"The English were the first to place the sport of long-distance running across the country on a highly competitive basis."²

In America, cross-country began on the club level and later spread to the colleges and universities. Harvard University was the first college to start the sport in the 1880's; however, the first intercollegiate cross-country race was run in 1890 between Pennsylvania and Cornell.³ Since that time, cross-country running has grown in popularity and according to many authorities, cross-country is one of the fastest growing sports in the school program.

To the uninitiated, cross-country must appear to be a very simple sport and therefore, an easy sport to coach. However, the most successful cross-country coaches know that to

¹Donald Canham, Cross-Country Techniques Illustrated (New York: The Ronald Press Co., 1953), p. 7.

²Ibid.

³Ibid., p. 8.

get a boy to run a cross-country race consistently faster than his opposition, they must avail themselves of all the knowledge and ingenuity they can muster. One of the major coaching problems confronting the average high school coach is working with youngsters who know very little about the sport of cross-country or distance running. In many high schools when a boy enters his freshman year, chances are that he has had little or no direct contact with cross-country. Getting boys interested in "wanting" to run is usually the first step toward successful cross-country teams. Therefore, it is essential that a successful cross-country coach must know how he can best promote his sport.

PURPOSE OF THE PAPER

The purpose of this paper is to enlighten the reader on the various kinds and degrees of motivation for running, on the role of the coach in relation to cross-country and distance running, and on the promotional techniques employed to promote the sport of cross-country and distance running.

LIMITATIONS OF THE PAPER

The paper is limited to the factors involved in the promotion of high school cross-country and distance running. The writer does not intend to discuss various training methods for running or establish a training program for running. Training techniques and training methods for distance running will be mentioned only as they are related to the factors of promoting cross-country and distance running.

SOURCES OF DATA

Data for this paper originated from the following sources:

1. Books and periodicals dealing with coaching and training in cross-country and track.
2. Books and periodicals containing principles and applications of psychology as related to coaching.
3. The autobiography of Roger Bannister.
4. National Collegiate Track Coaches Association Track and Field Quarterly Reviews.
5. The personal experience and observation of the writer.

DEFINITION OF TERMS

The following terms will be used throughout this paper and are defined for the purpose of clarity and consistency of interpretation.

1. Distance running. The term distance running refers to any race greater than one-half mile in length.
2. Cross-country running. Cross-country running refers to distance running on terrain other than a track.
3. Road running. Road running refers to distance running on road surfaces.
4. Distance runner. The term distance runner means one who does cross-country running, distance running, road running, or any combination of these three.

CHAPTER II
MOTIVATION IN DISTANCE RUNNING

WHY MEN RUN

All human activity has some cause. In general, everybody does what he does at any particular moment because he wants to.¹ Apparently man is born with potentialities for either cooperation or competition.²

Why do men run? A historian might reason that men run today because running is deep in our racial history.³ He might also point out that man has been running since early civilization as a means of survival from danger and to imitate animals.

The psychologist might reason that men run because of the desire to excel or to achieve. From earliest childhood man strives for some form of recognition and a sense of power over others.

Why do men run? The physiologist would answer that

¹Karl S. Bernhardt, Practical Psychology (New York: McGraw-Hill Book Co., 1953), p. 45.

²Marian East Madigan, Psychology Principles and Applications (St. Louis: The C. V. Mosby Co., 1957), p. 108.

³J. Kenneth Doherty, Modern Training for Running (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964), p. 3.

running is a natural activity for man. Physiologically men run for physical fitness and to improve their health. Doherty states that the physiologist would say that men run because they have running bodies: running hearts, running lungs, running muscles, running bones.¹

Finally, the runner himself might mention that he is running because it presents a challenge, or because of the recognition he gets if he is successful, or because he wants a school letter, or because the coach has encouraged him as a runner.

Roger Bannister wrote in his autobiography, The Four Minute Mile:

For nearly ten years I have been running many times a week and my grasp of the reason why I run continues to grow. Running through mud and rain is never boring. Like 10,000 cross-country runners, their number ever increasing, I find in running - win or lose - a deep satisfaction that I cannot express in any other way. However strenuous our work, sport brings more pleasure than some easier relaxation. It brings a joy, freedom and challenge which cannot be found elsewhere.²

.....

I sometimes think that running has given me a glimpse of the greatest freedom a man can ever know, because it results in the simultaneous liberation of both body and mind. . . . Running is creative. The runner does not know how or why he runs. He only knows that he must run.³

¹Ibid., p. 2.

²Roger Bannister, The Four Minute Mile (New York: Dodd, Mead & Co., 1955; Curtis Brown, Ltd., 1955), p. 13.

³Ibid., p. 229.

Gordon Pirie states his reason for running:

What do I expect to get out of all this? That is simple: enjoyment, physical well-being, self-discipline, a sense of achievement, and world-wide friendships. Fame is merely a word. It means nothing - in fact it is far more trouble than it is worth. I do not run to hit the headlines - I run to prove myself.¹

Brutus Hamilton, head coach of the University of California and the 1948 Olympic Team, states his reason in a different way.

People may wonder why young men like to run distance races. What fun is it? Why all that hard exhausting work? Where does it get you? Where's the good of it? It is one of those strange ironies of this strange life that those who work the hardest, who subject themselves to the strictest discipline, who give up certain pleasurable things in order to achieve a goal, are happiest men. When you see 20 or 30 men line up for a distance race in some meet, don't pity them, don't feel sorry for them. Better envy them instead. You are probably looking at the 20 or 30 best "bon vivants" in the world. They are completely and joyously happy in their simple tastes, their strong and well-conditioned bodies, and with the thrill of wholesome competition before them. These are their buoyant, golden days, and they are running because they love it. Their lives are fuller because of this competition and their memories will be far richer. That's why men love to run. That's why men do run. There is something clean and noble about it.²

Why do men run? The answer is not easy to find. There are probably as many answers to this question as there are

¹Gordon Pirie, "I Run to Prove Myself," The Road to Rome, Chris Brasher, ed. (London: William Kimber and Co., Ltd., 1960), p. 74.

²Brutus Hamilton, "Why Men Like to Run," Coaching Newsletter (London, II. No. 5 (July, 1957), p. 7.

runners. Some of the more significant reasons as to why men run are: personal enjoyment, social recognition, the challenge running presents, physical fitness and health, and a feeling of achievement.

WHY MEN STOP RUNNING

The accomplishment of a coach can, to a significant degree, be measured by his ability to create and maintain motivation. This applies not only to his stars but also to the much greater number of also-rans who are in the long run the real measure of coaching achievement.¹

Therefore, it is equally important that a coach understand why men stop running as it is to understand why they run.

Derek Ibbotson wrote, "In the moment of victory I did not realize that the inner force, which had been driving me to my ultimate goal, died when I became the world's fastest miler."²

Doherty states, "A coach should understand that men stop running:

When, as beginners, they fail to enjoy the running for its own sake - at first this is the most important of all considerations;

When they lose their belief in future development;

When they begin to lose the elation that comes with supreme fitness for running;

¹Doherty, op. cit., p. 10.

²Terry O'Connor, The 4-Minute Miler (London: Stanley Paul & Co., Ltd., 1960), p. 13.

When the price of achievement and victory in competition is no longer felt to be worth the cost of hardship in training;

When competition is beyond their present ability to make a respectable showing;

When training procedures and terrain are monotonously unvaried;

When competition is too frequent;

When competition is consistently tough without intervening easy races;

When men run for the wrong goals and either achieve them or lose interest in them;

When procrastination or weakness in a workout is allowed to go unnoticed and thereby become a habit;

When early season training is neglected and a man finds himself behind and unable to catch up;

Whenever a distraction-to-be-disciplined becomes a primary interest for which running becomes a distraction."¹

In summary, basically it can be stated that men stop running because of a lack of motivation. When running becomes unpleasant, an attitude of withdrawal is developed and men discontinue running. However, it must be pointed out that many men may have a motivation for running but are forced to stop running because of lack of adequate time to devote to training. The reasons for this may be due to continued study or a vocation for earning a living.

Therefore, it is essential that the coach in planning a sound program of training for distance running, plans for an effective program of continuous motivation, just as he plans for an effective schedule of work.

¹Doherty, op. cit., p. 11.

CHAPTER III

THE ROLE OF THE COACH IN DISTANCE RUNNING

The application of scientific principles to athletics has been a major factor in improving records. Many advances in science have had an explosive effect on distance running. Coaches are availing themselves of research in physiology, physics, chemistry, nutrition, medicine, and psychology to train their athletes for obtaining records that were once considered beyond human capacity. The need to stay abreast of these developments has greatly complicated the role of the coach.

It has been stated that attitude of the athlete is one of the most important factors in the success of a team. Karl Deschka, noted Austrian track coach, referring to the influence of emotions of efficiency states:

The coach has a great influence on the athlete, especially the adolescent. He exercises more influence on the maturation than any other teacher, sometimes more than the parent. Therefore it is possible for him to regulate the feelings to a certain extent. He needs considerable experience. If he unwisely attempts to exert too great an influence, the athlete may reject him with a negative result in performance. Contrary wise, too little influence may not have any effect on the athlete. . . . Physical training is not an incidental concern of the coach, but is a permanent activity according

to a carefully thought-out plan.¹

McNeil further emphasized the importance of psychology when he wrote in 1954 that:

Psychological stumbling blocks in performance are perhaps most dramatically seen when we consider the dilemma of world records. The prediction has been made that the running of the four minute mile by Roger Bannister will induce a rash of similar performances in the near future. I fully believe these predictions soon will be borne out, and would like to point out that expectations of this sort could only occur if we consider the problem as being one of penetrating the psychological time barrier connected with world records.²

Stamphl covers this area of coaching when he states:

A successful coach must be a practicing psychologist, adjusting his approach to each pupil so that it makes its most forceful impact. He must know how to talk to each in the terms which the pupil best understands, realizing that some require gentle encouragement, some coercion, and some downright bullying in order to get under the skin of the personality of each man in his care, noting where the strength and weakness lie and forming an honest and accurate assessment of the man's limitations and capabilities.³

These findings indicate that psychology is an integral part of cross-country coaching. It must be pointed out that each athlete's physical and mental makeup is different, and that a number of factors figure into the athlete's performance.

¹Karl Deschka, "The Influence of Emotions on Efficiency," International Track and Field Digest, (Ann Arbor: Champions on Film, 1956), p. 235.

²Elton B. McNeil, "Psychology and the Track Coach," Clinic Notes National Collegiate Track Coaches Association (Ann Arbor: Champions on Film, 1954), p. 53.

³Franz Stamphl, On Running (New York: MacMillan Co., 1955), p. 146.

These positive-negative factors which affect performance extend far outside the training system and the training hours. To list all factors involved would be very difficult, but some idea of their number and nature can be gained by indicating the areas and relationships in which they arise.

I. Factors that are primarily external but:

A. Directly related to running:

1. Climate, terrain, training system, training time;
2. Optimum rest and nutrition;
3. Group or team morale, institutional sports morale, national sports morale;
4. The coach: His competence, his sense of humor, his dedication to running, his patience, his fortitude and toughness, and much more;

B. Less directly related to running:

1. Financial security;
2. Social distractions and sex problems;
3. Student: Academic status;
4. Worker: Job requirements;
5. Married: Home and family conditions;

II. Factors that arise primarily within the runner:

- A. Running inheritance: Structural, biochemical, mental/emotional;
- B. Acquired mental/emotional control in training and competition;
- C. Fortitude and stick-to-itiveness;
- D. Lack of inhibitions toward running and its effects.¹

Each of these factors could be assigned a weight for its degree of effectiveness. Almost any of these could

¹Doherty, op. cit., p. 23.

become an important factor, in relation to failure or amount of success.

During the conference of British Senior AAA Coaches, January 23, 1959, Chief National Coach Geoff Dyson expressed his philosophy of coaching:

The coach is the great developer of character to whom the young athlete looks for everything. Thus he has a great responsibility and must be constantly alert to see that he does not fail. The coach is the photographic chemical which must be carefully applied to the negative (the athlete) in order to produce the desired picture. Be careful not to produce a misfit or a neurotic. Advocate a realistic sense of values. Do not ruin his life but rather try to produce the best citizen possible. Be a good leader and always look set, and live the part. Never demand more than the athlete can possibly give. Work continuously for years if need be on each athlete to produce a steady improvement. Never try to do too much at once. Coach everybody you possibly can. To produce an athletically educated population may eventually prove as useful as producing one champion, because you cannot tell which of the mediocre will encourage some others to perform with excellence. And don't teach them so much theory that they are afraid to train really hard for several years.¹

What then is the role of the coach? First and above all, it is a role which each coach must select for himself and in which he must train himself just as intelligently and persistently, twenty-four hours a day and year round, as he tries to help his runners train themselves. Second, it is a role that is consistent with the social climate with which the coach works. The coach does not, however, merely accept

¹Fred Wilt, How They Train (Los Altos, Calif.: Track and Field News, 1959), p. 112.

that climate; he does his utmost to change and improve what he can. Third, he constantly thinks and talks and acts in terms of motivation--enthusiasm, self-confidence, goals, positive mental attitude--with even more concern than he has for mileage and intensity of running. He coaches men, not as physical running machines for which physical training is the all-important means to development, but as human beings whose mental-emotional development must be planned just as carefully and practiced just as persistently as heart and leg development. Fourth, he tries to remove from the athlete's shoulders those burdens of everyday living that amateurism in sport would agree should be removed, but at the same time, he strongly encourages self-dependence and initiative by leaving to the runner those responsibilities and decisions that are properly his alone. Finally, he keeps aware of the fast-growing number of coaching tools that the related sciences of psychology, physiology, sports medicine, and space medicine are making available and uses them as supplements to his own coaching experience and judgement.¹

Figure 1 summarizes the role of the coach of distance running and deserves careful study. Each of the circles represents a motivational factor that can be present at any degree from extremely positive (see adjective on the left) to extremely negative (right side).

In life, these factors are interdependent and inseparable, but for purposes of understanding they can be considered separately and their circles rotated independently. For example, we can hold the three inner circles marked "Individual," "Training System," and "Coach" at extremely positive levels, but can rotate the five outer circles

¹Doherty, op. cit., p. 24.

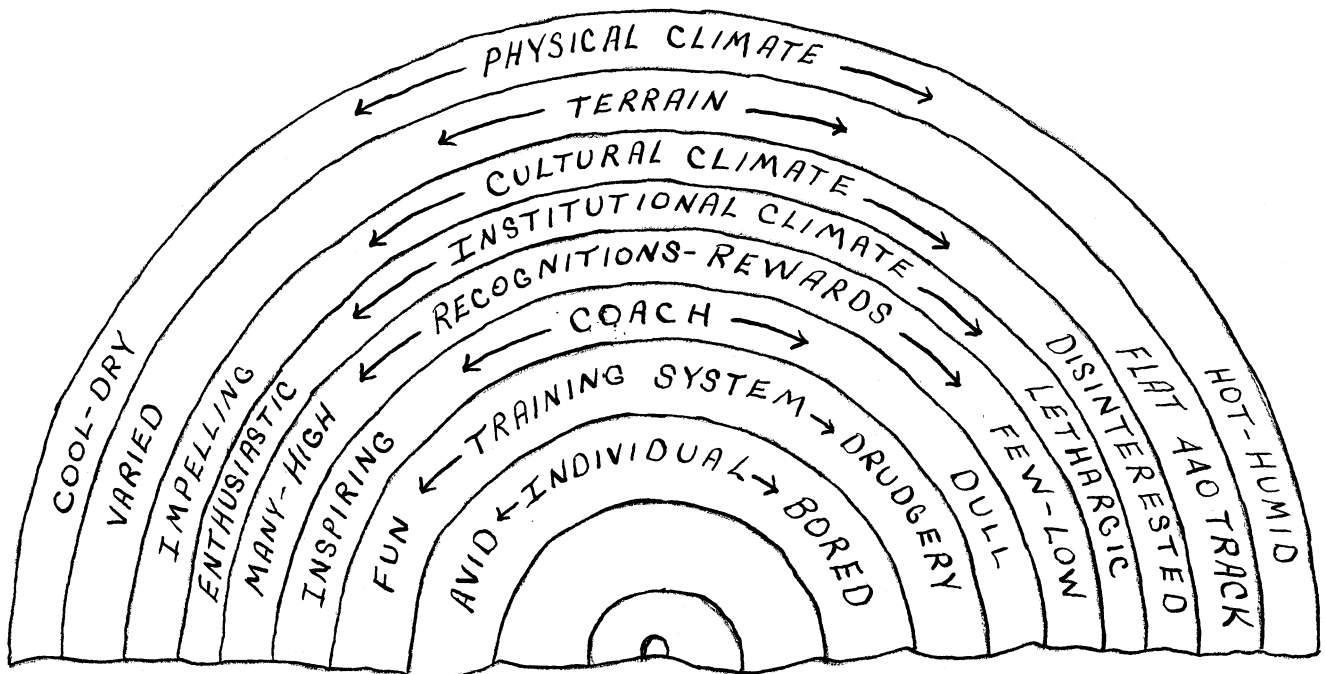


Fig. 1. Motivational Factors Essential in Best Coaching

until their influences are strongly negative. Obviously, the effectiveness of the total training program would be greatly decreased.

Some of these factors weigh more heavily than others. For example, if the individual runner is sufficiently avid and determined, his success can be considerable, despite the negative influence of all other factors.

A coach should recognize that his personal influence is but one of many factors, and that it is the total weight of all factors that will determine the success of his runners. He will realize that his real training system is not merely what and how his men run, as is implied by such terms as "fartleck" or "interval training," but rather, is the holistic sum of all related factors as are depicted here. If a training program is to be successful, the total weight of the positive factors, whether few or many, must be much greater than the total weight of the negative factors. In a so-called perfect training program, all factors would be present as suggested by the adjectives on the left side of the figure.

An effective coach will carefully consider each of these factors and do all within his power to make each of them strongly positive.¹

¹J. Kenneth Doherty, "The Role of the Coach in Endurance Running," Track and Field Quarterly Review (Ann Arbor: National Collegiate Track Coaches Association, February, 1964), p. 61.

CHAPTER IV
PROMOTIONAL TECHNIQUES FOR CROSS-COUNTRY

Perhaps the biggest and the most important part of coaching cross-country and distance running is motivating the boy to come out for the sport. In many high schools the potential runners are there. The real problem is how to attract those who may have the ability and might like to run or who may even have done some distance running before, but just don't know whether or not the whole thing is worth it.

Therefore, the conscientious and ambitious cross-country coach must be willing to devote as much time, or even more, to the promotion of his sport as he does to the actual coaching of it.

How does the coach encourage boys to participate in the program and kindle an interest in it in many of those who, for the lack of interest or knowledge, would otherwise be lost to the distance sport?

CREATING INTEREST

1. Publicize cross-country. The initial move should be publicity on cross-country through the use of school newspapers, local and regional newspapers, school bulletin boards, public address system in the school, school bulletins, newsletters, school assemblies, and the showing of movies. The

coach can gain plenty of recognition for the sport by embarking on an extensive publicity campaign with the preceding methods.

2. Work toward recognition of cross-country as an integral part of the total athletic program. In order to obtain the candidates necessary to field a team, cross-country must have equal footing with the other sports.¹ This applies not only to the award of varsity letters for cross-country, but also to a separate budget for cross-country, separate cross-country uniforms, and recognition of the cross-country runner equal to that of the football or basketball player.

3. Provide an interesting and reasonably extensive schedule. Doherty lists several points to take into consideration. Some of them are:

- a. The first two meets should be "easy," permitting many men to place.
- b. Trips are a great incentive to most boys, especially to large meets or attractive places.
- c. Scheduling should be completed a year ahead of time.
- d. Larger meets probably mean fewer boys will participate within a given squad. The wise coach will limit the number of such meets if he hopes to maintain a large dual-meet squad.²

¹Charles Winsor, "A Cross-Country Program," Scholastic Coach, XXIX, No. 10 (June, 1960), p. 24.

²J. Kenneth Doherty, Modern Track and Field (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1953), p. 15.

4. Consider carefully where you can run your cross-country meets so that the runners may receive the recognition they deserve. Lumian in his article, "Promoting Cross-Country," lists these five things:

- a. Make the course interesting for spectators.
- b. Start an invitational meet in cross-country.
- c. Run a team race on the track at a football game.
- d. Correspondence meets.
- e. Use girl officials.¹

5. Include the parents in the cross-country program.

Coaches often tend to minimize or even forget the important part that parents play in the success of the program. It is most essential to include the parents in order to make them better understand and appreciate the unique problems of the cross-country runner and the team. Letters can be sent discussing the philosophy of the program, schedule of the coming season, their role in the program, and an invitation to attend all meets.

Another effective device is an annual meeting of the parents and squad members. This meeting is designed to acquaint the parents with the program and to meet the teammates of their sons and the coaching staff.

¹Norman C. Lumian, "Promoting Cross-Country," Scholastic Coach, XXX, No. 1 (September, 1960), p. 42.

6. Establish cross-country tradition with the help of careful and copious records.

- a. The record board. Most schools have track record boards, but seldom does one see any mention of cross-country on it. Records should be kept and posted for at least all major courses on which the team runs--and there should be a Frosh, Soph, Junior, and Senior record for each course.
- b. The record book. Here is a chance to place in each boy's hand a copy of his own season's performances. By giving each boy on the team a booklet he believes he has achieved something even if he was not one of the best runners on the team. This gives them a fine basis for comparison of their times, and hence, their improvement during the season and from season to season.
 - What to include in this booklet.
 1. A cover with an attractive design.
 2. Pages with the names of team members, the manager, and the coach.
 3. Tentative schedule for the coming year along with the schedule used during the previous season.
 4. Highlights of the coming season.
 5. Various pictures showing the runners in action.
 6. Selection of the outstanding freshman, sophomore, junior, and senior.
 7. Highlights of the previous season.
 8. Results of each meet showing the position and time of each runner.
 9. Marks made by each cross-country runner for each distance participated in (listed in sequence from the best to the slowest times).¹
- c. The cross-country handbook. A pre-season handbook can be given to each boy reporting for the squad. This can serve as an introduction to the sport of cross-country for the freshman

¹Don F. Tivolacci, "Stimulating Interest in Cross-Country," Athletic Journal, XL, No. 1 (September, 1959), p. 52.

who may know very little about the sport.

It can also act as a refresher on the various aspects of cross-country to the upperclass man. The handbook should include the season's schedule, cross-country records, training rules, general exercises, training techniques, cross-country techniques, running form analysis, and a progress chart for keeping a record of an individual's own performances.

7. Establish a cross-country unit or race in the physical education program. This can be very important in creating interest for cross-country or distance running. A cross-country race of approximately one mile can be placed in the physical education program after a sufficient conditioning period of running activities. Extreme care should be taken in order to establish a positive attitude toward running.

8. Write letters and visit junior high schools. Letters can be sent in the spring to each boy in the feeder junior high schools. The letter should explain cross-country in general and invite each boy to come out for cross-country when he enters high school.

This letter can be followed up by visiting each junior high. Here the coach can talk with the boys and answer their questions. In addition, squad members can talk to the boys about their experiences in cross-country and distance running. These meetings can be capped with movies of the previous season.

GETTING THE BOYS OUT

The first principle of getting the boys out is to demonstrate numbers. Most boys enjoy being members of the gang, especially when the gang seems to be popular and enjoying success. If all or even most of the previous suggestions have been carried out reasonably well, the coach can be confident that most boys are at least aware of the sport and that some interest has been created. Now, what can the coach do to get the boys out.

1. A personal letter. It has been found that a personal letter to the members of last year's team and to any boy who has shown interest or has running ability will bring out more boys than an impersonal announcement in the school bulletin or paper.¹

In the letter announce the first meeting; give time, place, and date; call the boy by name; make it a personal note. Mention that he should bring along any friend who might be interested in cross-country. This letter should be mailed several weeks before the meeting.

2. Make a call for candidates the first week of school. During the first week of school the coach should make an attempt to contact all other boys who are not out at this time. This can be done by making an announcement over the school public address system or he may wish to visit each physical education class or ask the physical education teacher to talk for him on cross-country.

¹Richard Calisch, "Selling Cross-Country," Scholastic Coach, XXVII, No. 1 (September, 1957), p. 20.

3. Give many personal invitations. The rise in confidence that follows a personal invitation from the head coach is tremendous and will do more than anything else to encourage the boy who lacks the initiative or self-dependence to report for the first time.¹

KEEPING THE BOYS OUT

Once the boys report, the personality, enthusiasm and imagination of the coach spell the difference between good and poor squad morale, and as in all team sports, high morale of the group is essential to success. All the preliminary preparations and promotional devices for getting the boys out will be of no use if the coach does nothing to create good morale and thus keep the boys out for the squad.

Handling newcomers in cross-country calls for the use of a modicum of applied psychology and TLC (Tender Loving Care). First and foremost, it is important to build up the confidence of these neophytes. This can be done by arranging the workouts in a subtly graduated manner--increasing the distance so gradually as to obviate the possibility of anyone questioning his ability to perform the assigned unit of work.²

At no time during the early training period should the workout be such that it cannot be completed. Failure to complete any of these early assignments will do irreparable harm

¹Doherty, Modern Track and Field, op. cit., p. 20.

²Anthony E. Orlando, "Training New Recruits in Cross-Country," Scholastic Coach, XXX, No. 10 (June, 1961), p. 18.

and destroy rather than develop confidence.

In building a boy's self-confidence a coach can:

1. So arrange workouts that no one individual is always beaten in practice.
2. Occasionally ask a man of lesser ability to set the pace in practice.
3. Urge men to maintain a record of their own progress and to make comparisons in terms of their own development rather than that of other runners.
4. Encourage group running for fun as a part of every day's practice while limiting time trials to only those few occasions when he is sure the individual--not so much the group as the individual--is ready to do better than ever before.
5. Discuss both practice and meet performances with the individual so that he will understand what, how, and when things happen and thereby be better prepared for the next effort.
6. So modify workouts that men are not tired from day to day.
7. By comparing the young athlete's times in practice and in meets with those of former local great runners, indicating the latter's improvement from the freshman through the senior year and beyond.¹

Canham lists the following points the coach must not overlook in handling beginners. He should:

1. Start slowly and build confidence by always working the boys at distances they can negotiate successfully.
2. Work with groups so that the poorer boys are not forced with humiliation by running far behind the better runners.
3. Be free with encouragement to even the poorest runners.

¹Doherty, Modern Track and Field, op. cit., p. 183.

4. Constantly emphasize improvement rather than fast running time.
5. Provide competition of some kind for even the youngest and poorest of runners.
6. Constantly remember and emphasize to the runners that a season of experience and another year of age often leads to remarkable improvement.
7. Select interesting courses (more than one is desirable) to stimulate the runners and prevent boredom during a long practice or meet run.
8. Create a sense of team pride in the squad from the start, and show by illustrations how important the last man on the squad is toward winning meets.¹

In the final analysis, the main concern during the early season is to keep the boys out and working. However, as the season progresses the coach must avail himself of all methods to maintain interest and enthusiasm in distance and cross-country running. Another way for the coach to do this is to provide practice sessions which are interesting, fun and have variety.

Dr. Thomas Woodall points out that variety in the practice session is a necessary ingredient for the seasoned and satisfied distance runner. He suggests several ideas for maintaining interest and enthusiasm in cross-country and distance running. Some of them are: flag races, last man out race, push car race, Indian file running, guess the time race, handicap races, cross-country golf, and town to town races. He adds that many of these ideas could be used as

¹Canham, op. cit., p. 37.

conditioners in the early season and others for the relief of late season staleness.¹

Planning workouts of this kind and meeting the criteria set up here for keeping the boys out will give the coach reasonable assurance that he has taken a giant step toward coaching success.

¹Statement by Dr. Thomas Woodall, personal interview.

CHAPTER V

SUMMARY

Through the methods presented in this paper, the writer has presented a logical approach to the promotion of cross-country and distance running at the high school level. The approach has been basically a psychological one in that the methods discussed were concerned primarily with motivational factors related to cross-country and distance running.

In summary, for a coach to promote cross-country and distance running in a logical manner, he must:

1. Have an understanding of the reasons why men run and why they stop running;
2. Be able to use an individual approach in coaching due to the variety of moods, temperaments, goals, emotions, and other behavior characteristics exhibited by each individual;
3. Provide motivation to overcome all negative factors related to running;
4. Be able to create interest in cross-country and distance running by every technique and innovation available;
5. Be aware of the methods for getting boys out for cross-country and how to keep them out.

In the final analysis, the promotion of cross-country and distance running is indeed a difficult job. A coach may know all there is to know about tactics, training methods, and techniques, but if he does not know how to successfully promote his sport, it is unlikely that he will be a successful coach.

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