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The Status of Track and Field Athletics in Manitoba High Schools

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THE STATUS OF TRACK AND FIELD ATHLETICS IN MANITOBA HIGH SCHOOLS

by

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This thesis, submitted by William J. Hicks in partial fulfillment of the requirements for the Degree of Master of Arts in the University of North Dakota, is hereby approved by the committee under whom the work has been done.

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ABSTRACT

The purpose of this study was to discover the current practices in and the status of track and field athletics in the high schools of Manitoba with enrollments of 150 students or more. Questionnaires were sent to 96 high schools and 83 questionnaires (86.46 per cent) were returned. Six respondents stated that they did not have track and field programs.

The questionnaires supplied information on such areas of track and field as degree of participation, amount of facilities and equipment, meet attendance, instruction, training methods, officiating, safety and first aid procedures, finances, special problems, and methods of promotion.

The data from the returned questionnaires were tabulated and analyzed, and some of the more important conclusions drawn were as follows:

1. Seventy-seven (92.77 per cent) of the surveyed schools participated in track and field to some degree.

2. The majority of schools lacked equipment essential to conduct a full track and field program.

3. Over 50 per cent of the respondents reported their teams participated in two or more indoor meets

and entered two or more outdoor meets per year.

4. In only 18.30 per cent of the schools did the coach of the track and field teams have a degree in physical education.

5. The officiating of track and field meets was of average or poor quality in 98.71 per cent of the cases.

6. Over 25 per cent of the coaches reported that serious injuries had occurred within the last five years in connection with track and field.

7. The average cost of both the boys' and girls' track and field programs was $225.58 per surveyed school.

8. The best methods of promoting track and field were believed to involve emphasis on the physical education instructional and intramural programs.

CHAPTER I

INTRODUCTION

In recent years there has been an increased awareness in American society of the importance of the physical fitness and well-being of its people. Numerous studies have indicated that this society is, however, characterized by increased amounts of leisure time and lack of physical activity. It has been proven that, without activity, man lacks organic vigor and health, and cannot operate effectively either physically, socially, or mentally.

> As science improves our knowledge of man, we realize more clearly that mind and body are not distinct entities that can be educated separately, and that only insofar as there is participation of the person as a whole does real education and growth occur. Specialized achievement in specific areas or activities can greatly benefit both the individual and his society, but only when the latter are well rounded and neatly balanced within and firmly rooted in a deep concern for the betterment of mankind.[1]

Recognizing this fact, authorities in the field of physical education agree that the answer to this problem exists in enriched and stimulating programs in physical education which provide wide varieties of

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[1] J. Kenneth Doherty, Modern Track and Field (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957), p. 8.

activities.

Educational authorities also recognize the value of a physical education program:

> Athletics promote individual development, health, strength, self-reliance, emotional maturity, social growth and sportsmanship. In athletics, as in other areas of the curriculum, the school should offer some activities designed to serve the common needs of all pupils and other activities appealing to a variety of needs and interests.[2]

With the above needs and values in mind, this writer believes track and field should be included in the program of all schools, for this activity can and does contribute to the well-being of the participants.

Statement of the Problem

The purpose of this study was to try to determine the status of boys' and girls' track and field programs in Manitoba high schools. Personal observation showed that some high schools enjoyed a very active and complete track program while in other high schools there was no track program or it was almost non-existent. In order to determine why this condition existed, it was decided to attempt to find out the following information: the size of the schools, the degree of participation, the availability of facilities and equipment, the instructional practices, the qualifications of the instructors, the type and quality of officiating, the means of finance, and

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[2]Education Policies Commission, N.E.A., School Athletics (Washington, D.C.: National Education Association, 1954), p. 23.

special problems connected with track and field.

Purpose of the Study

Interested followers of track and field are well aware that it is becoming increasingly popular. In the last few years the number of meets and participants has increased tremendously.

> The past five years has witnessed a tremendous upsurge in interest in track and field in the province. This is evident in the increased number of track meets and participants. At one time high school students competed in one or two track meets each spring; now the athletes compete in two or three indoor meets followed by five or six outdoor meets plus other events such as road-racing and cross-country.[3]

Although this condition is true for the Province of Manitoba as a whole, there are still many areas within the province where the track and field program has not progressed and might be called dormant in spite of increased popularity in adjacent areas.

Because track and field is an individual sport with events conducive to all types of athletic body build, there must be reasons that the track program is not progressing in some areas of the province other than shortage of athletes.

It was felt that a survey would reveal the status of successful track and field programs and this would be of benefit to schools with limited programs.

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[3]Interview with Brian Marshall, Sports Editor of The Brandon Sun, Brandon, Manitoba, July 24, 1965.

Need for the Study

Realizing the benefits that track and field athletics contribute to physical fitness and an enriched physical education program, this writer believes that three steps must be taken in order to further promote its growth and development:

(a) Identify areas within the province which provide an enriched program of track and field athletics.

(b) Identify areas within the province which have limited programs in track and field athletics.

(c) Make known, and available, the criteria necessary for a good program in track and field.

Delimitations

The findings of this survey were dependent upon the following delimitations:

1. Only those high schools in the Province of Manitoba with a reported enrollment of one hundred fifty students or more were surveyed. The schools selected were listed in the Directory of Physical Education Teachers and Coaches in Manitoba Secondary Schools 1965-66.[4]
2. Only public high schools were surveyed.
3. Only the person considered by the school as

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[4]Department of Education, Directory of Physical Education Teachers and Coaches in Manitoba Secondary Schools 1965-66, A Directory prepared by the Special Services Branch (Winnipeg: Department of Education, 1965).

the head track and field coach was queried.

4. In utilizing the questionnaire technique for the collection of data, exact personal attitudes could not be determined.

Limitations

The usual shortcomings of the questionnaire method, such as the possibility of misinterpretation or suggestiveness of the questions, may have affected the responses. There may have been a tendency for respondents to emphasize the correct practices rather than the prevalent ones.

Despite its shortcomings, the questionnaire method represented the most feasible means of conducting a study of this nature. Involvement of time and money made it impossible to interview all the respondents even though such an approach conceivably could have yielded more valid and reliable data.

Definition of Terms

1. Public high schools--schools operated by the Province of Manitoba and enrolling both male and female students.
2. Physical fitness--the ability of the body to carry on the daily activities of life with an added reserve to meet emergencies.
3. Weight training--a system of training used to increase bodily strength employing resistance by means of weight.

4. Isometrics--a system of training used to increase bodily strength whereby the muscles are contracted against an immovable resistance.
5. Isometric bars--an apparatus constructed of immovable bars against which body muscles are contracted during isometric training.
6. Exer-genie--the trade name for an apparatus employed in athletic training which permits the setting of the amount of resistance desired.

Review of Related Literature

Track and field activities originated in man's earliest history where such skills as running, jumping and throwing were necessary for his very existence. Later when man's existence became less vigorous he engaged in these skills "for fun". According to history the first organized track and field events were being held in Greece even prior to the time of Homer.

> Homer shows in the Odyssey that games, which included not only athletic exercises but music and dancing as well--a demonstration of the imaginative cultural faculty of the Greeks--were the ordinary amusement of princes; and the description of the games at the Court of Alcinous indicates their practice a thousand years before the Christian era....[5]

Out of these athletic festivals held on Mount Olympus in Greece grew what came to be known as the Olympic Games. Although they were discontinued from

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[5]Doherty, op. cit., p. 427.

A.D. 394 until 1894 when they were revived by Baron Coubertin, the people of the world still participated in track and field events. Out of these games developed the pattern for modern track and field events.

Track and field events, then, have been participated in for many centuries, and there must be reasons for their continued universal popularity.

One reason is that a large variety of track and field events call for running speed, and jumping or throwing ability. These are fundamental skills which, if developed, will carry over into other areas whether in the realm of sports or of everyday activities. This, in itself, is reason enough for participation in track and field, but there are also other reasons for its inclusion in the school physical education program. In modern society, leisure time has increased tremendously, and, with technological advances, its citizens have become a so-called sedentary people with physical fitness at a low level. Track and field offers a remedy for this situation because its one basic fundamental, running, is a wholesome exercise that can be practiced for many years even after retirement from active sports.

> Once a boy has mastered the ability to attain top physical condition, he carries this attitude over to later life. Track and field is a health-giving activity for men between the ages of fourteen and forty and can be participated in

at many ages.[6]

Still another point in favor of track and field is that it is an individual sport, and success or failure is dependent upon the individual, not on his teammates. The boy out on the track running the mile must win on his own ability, not on that of a teammate who "screens" for him. Kenneth Doherty, noted writer on track and field, makes the following statement regarding track and field as an individual sport:

> Competition in track and field permits many groups to be represented at a single time and place; and, secondly, primary emphasis in competition is against time and distance rather than against human rivals. The first of these assets has repeatedly been the means of bringing representatives of widely different social groups together under the secure mantle of the rules of the game.[7]

Also, track and field is still basically a builder of character in an individual, for in order to become a good performer, hours of practice and self discipline are required. The athlete will in time experience both winning and losing and will learn to cope with both. Other authors have this to say:

> One must also realize that an opponent, or perhaps a teammate, will, on some occasion, be named the winner. There may be a time when the athlete will seemingly come to a point in his training where the rate of progress seems too slow. It may even

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[6]Kenneth Hallgrimson, "A Study of the Track Programs in Class A Schools of North Dakota" (unpublished Master's thesis, University of North Dakota, 1964), pp. 9-10.

[7]Doherty, op. cit., p. 1.

> appear that he is not in the class with other performers. If one is not fully prepared, these things may culminate either in discouragement or in disgust and result in a change of attitude toward the event.[8]

Another valuable factor in track and field is that it is self-measuring. The athlete is constantly measuring his ability and evaluating his performances, whether in practice or in a meet.

Track and field is also inexpensive, and is therefore well within the budget of small schools. This fact is well recognized by authorities in the field:

> . . . the relatively low cost of personal equipment may permit athletes of limited funds to engage in track and field contests, in contrast to sports activities that require expensive apparel.[9]

> The cost of financing a good track and field program is relatively low in comparison with many of the other sports. If a program were to be started, the initial cost would be quite high, but once a good inventory of equipment and facilities is established, the cost is very nominal.[10]

Since it is evident that track and field is beneficial to the participants, is not expensive, and enjoys world-wide popularity, it is difficult to understand why more schools do not promote it.

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[8]G.T. Breshahan and W.W. Tuttle, Track and Field Athletics (St. Louis: The C.V. Mosby Company, 1947), p. 7.

[9]G.T. Breshahan, W.W. Tuttle and Francis X Cretzmeyer, Track and Field Athletics (St. Louis: The C.V. Mosby Co., 1960), p. 17.

[10]Hallgrimson, op. cit., p. 17.

It is believed by this writer that many coaches and schools have neglected track and field or are uninterested in it because they either do not know how to promote the sport or are not willing to do so. Men who have been successful in the promotion of track and field give many different answers to the question, "How do you do it?" However, from reading various books and articles and observing varied methods, some common elements can be noted.

First, a successful track program must begin with promotion from within the school. This promotion must be achieved by an individual who believes in track and its place in the educational program. He must possess abundant energy and enthusiasm to work endlessly at small details and cope with ever-present problems. He must be eager to attend clinics, subscribe to track and field publications, study rule books, establish good public relations with the press, radio, and the community, provide an interesting schedule, have facilities and equipment ready, and use every device to promote track and field. This leader must then possess or acquire enough drawing power to secure good athletes.

Mr. Richard Hacker, writing in Scholastic Coach stated:

> The first point of attack in promoting track is to recruit in numbers. If you can entice enough boys to try this sport you're bound to turn up a few

nuggets.[11]

Once the coach has secured a nucleus of athletes, others will follow. Again, quoting Mr. Hacker:

> One thing we may be sure of--recruitment has a cumulative effect. Once going out for the team becomes 'the thing to do' others will follow the leader and turn out.[12]

Once the coach has the interest of the students, and they are ready to go to work, he must foster their enthusiasm in order to ensure their continued participation. One of the main factors involved here is that of adequate and well cared for facilities and equipment. By keeping the track, pits, runways, and implements in excellent condition, the coach teaches the athletes respect and pride in their use as well as in themselves. Mr. Hacker stated: "Good equipment and facilities make for better competition and motivation and thus better meets."[13]

Another aspect of successful promotion of track and field is the attitude or manner in which the coach conducts the training sessions. All experienced coaches stress that workouts must be organized so that the athletes are encouraged to try different events and are prepared to expect poor performances in the beginning:

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[11]Richard Hacker, "Track Promotion Program," Scholastic Coach, Vol. 32, No. 6, Feb. 1963, p. 20.

[12]Ibid., p. 22.

[13]Ibid., p. 62.

> The coach should help the new recruit realize that he may expect clumsiness and must never be embarrassed by first comical failures.[14]

Coaches must realize that very few boys or girls experience success the first year and must be encouraged to continue training.

One reason many athletes give up track and field is that they are never given an opportunity to enjoy it.

Personal equipment such as spikes and track suits also may be a valuable promotional device.

> Whenever possible track shoes should be given out to a large number of likely prospects. Few devices lift a newcomer's morale more than receiving a pair of spikes. Somehow he feels he has made the team. On the other hand, to have dirty or ill-fitting track clothes and very poor or no track shoes is to reduce enthusiasm and confidence immediately.[15]

All of the factors just discussed are involved in the promotion of track and field. However, in the Province of Manitoba, some additional unique factors are involved.

Recent influences on track and field in Manitoba

Several factors have had a great influence on track and field in Manitoba in recent years.

The organization of the province into thirteen geographical zones for athletic competition by the

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[14]J. Oliver Jackson, "How to Promote the Track and Field Program," Journal of Health, Physical Education and Recreation, Vol. 33, No. 1, January 1962, p. 27.

[15]Doherty, op. cit., p. 14.

Manitoba Secondary Schools Athletic Association, which was created only in 1962, was an important factor. This division of the province into zones encouraged competition, especially in track and field. Now athletes compete not only in their own school division meet, but also likely in a zone meet and possibly even in the provincial meet if they are zone winners. Formerly, in many instances, school authorities did not encourage their athletes to participate in any competition outside their own school meet, which in many cases amounted to nothing more than a play-day. Now, school officials are more anxious to see their school represented in zone and provincial competition. Hence, the track and field programs have been upgraded in many schools.

One of the more favorable influences upon track and field in Manitoba high schools in the last few years was the announcement two years ago that Winnipeg would host the 1967 Pan American Games. Although the Pan American Games involve competition in many different sports, they are centered around the track and field competition. The announcement that the Games would be held in Winnipeg in 1967 has produced an increased amount of publicity in regard to track and field and facilities and equipment for track and field. More people know about track and field, new facilities are being built, and many high school track athletes, both male and female,

have become inbued with one dominant aim in life: to compete for Canada in Winnipeg in 1967 as a member of Canada's Pan American Games team.

The success in recent years of Canada's track and field athletes in international competition has further aided the promotion of track and field in Canada, particularly in Manitoba. Names like Harry Jerome, Bruce Kidd, Bill Crothers, Nancy McCreedy, and Jennifer Wingerson have become household words. Mr. Arnold Bakke, prominent track official in North Dakota and principal of Central High School in Grand Forks, North Dakota, commented as follows after viewing some of the above-named athletes performing at a recent indoor track meet in Winnipeg:

> Canadian school children now know that they don't have to be American, Australian, British, or Russian to be good in track and field. They know that they are capable of making the international scene. Canadian children can now identify with Canadians.[16]

Currently, in the Province of Manitoba three indoor track meets are held annually. These have been instituted only within the last ten years, and it is only within the last two years that an indoor meet has been held outside the city of Winnipeg. In 1965, a committee was organized that now annually conducts an indoor track meet for junior and senior high school

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[16]Interview with Arnold Bakke, Principal of Grand Forks Central High School, Grand Forks, North Dakota, June 14, 1966.

students at the Canadian Joint Air Training Center, Rivers, Manitoba. In the city of Winnipeg two meets are held annually in which athletes are invited to participate. The Rivers Indoor Meet involves approximately three hundred fifty athletes, and each of the Winnipeg meets involves approximately three thousand athletes prior to eliminations. The influence of these indoor meets is tremendous. Mr. Fred Taylor, head of the physical education department at Churchill High School, Winnipeg, Manitoba, and chairman of the Track and Field Commission of the Manitoba Secondary Schools Athletic Association recently stated:

> Indoor track meets have provided a great incentive for the young athletes to train during the off-season and have provided more and better competition for these athletes, which has resulted in the upgrading of the sport and significantly better performances from year to year.[17]

Another significant aspect of the influence of the indoor meets has been the opportunity on the part of high school athletes to view at first hand the performances of world champions who have come to Winnipeg to compete on the indoor track. The young high school athletes have been influenced to train hard to make the "big meet" so that they can rub shoulders with the world champions in front of packed stands. Mr. Arnold Bakke, when discussing the influence of the indoor meets

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[17]Letter from Fred Taylor, Chairman of the Track and Field Commission, Manitoba Secondary Schools Athletic Association, Winnipeg, Manitoba, June 15, 1966.

in Winnipeg, stated the following:

> Each year since 1960, when I first started attending meets in Winnipeg, I have noticed that invariably some unheralded boy or girl from some small, unknown school becomes a victor in one of the events and steals some of the limelight from the established stars and schools. This proves to everyone, and especially to the other athletes, that track and field is an individual sport where a lone entry can achieve stardom.[18]

In the past few years, the Royal Canadian Legion has been very active in the promotion of track and field in the Dominion of Canada. In 1962, the Dominion Command of the Royal Canadian Legion hired Mr. Geoffry Dyson, a former British National coach, to guide its track and field development program. Since that time, Mr. Dyson has conducted innumerable clinics, given many speeches, and appeared on many radio and television programs, thus promoting track and field. One of Mr. Dyson's major undertakings has been to conduct an annual coaches' clinic at Guelph, Ontario. The clinic is staffed by nationally known coaches and performers in track and field. To date, thirty track coaches from the Province of Manitoba have attended the Guelph Clinic and have returned with new ideas and coaching methods which have promoted and aided track and field throughout the province. Mr. Fred Taylor, Manitoba Secondary Schools Athletic Association Commissioner, stated that the main benefit of the Guelph training camp to Manitoba coaches has been

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[18]Bakke, loc. cit.

in the realm of increased theoretical knowledge, and this knowledge has tended to infuse the coaching ranks of Manitoba.[19]

One of the major influences on the promotion of track and field on the high school level for the past four years has been a track and field camp held each summer at the International Peace Garden on the border of Manitoba and North Dakota. This camp came into existence in 1963, being a follow-up to travelling clinics which had been previously held throughout the province to acquaint rural athletes with track and field. A permanently located track and field camp, at which athletes would be exposed to an intensive training and instructional program, was the brainchild of Mr. Phil Nutter, past president of the Manitoba and Northwestern Ontario Command of the Royal Canadian Legion, and Mr. George Phillips, veteran track and field coach who had previously conducted the travelling clinics for the Legion. The following paragraphs taken from the 1966 Camp brochure further describe this training camp:

> The International Peace Garden Track and Field Camp is sponsored and operated by a newly formed body of the Legion. Formerly known as the Royal Canadian Legion Sports Training Plan, the Sports Foundation continues to sponsor the Red River Relays Indoor Track Meet and other athletic activities throughout Manitoba and Northwestern Ontario.
> . . . . . .

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[19]Taylor, loc. cit.

> The track camp is for young men and women of junior and senior high school age who are interested in their physical fitness and who desire instruction and training in the various track and field events. The camp is located in the Turtle Mountains on a 2300 acre wooded tract at the border of Manitoba and North Dakota, approximately 60 miles south of Brandon, Manitoba.
>
> The enrollment of the Track and Field Camp has grown from 140 athletes with 4 coaches in 1963 to 506 athletes with 23 coaches in 1965. Athletes from Metropolitan Winnipeg, rural Manitoba, and Saskatchewan received instruction and training in three separate courses.
>
> Veteran track and field coach, George Phillips, is chief coach of the camp. Coach Phillips, Assistant Director of Physical Education for Winnipeg Schools, was the director of the former Legion Travelling Track and Field Clinic. His staff consists of twenty-two highly qualified men who have devoted their lives to teaching and coaching young athletes.[20]

This writer is personally familiar with the great impact which the Legion Track and Field Camp has had on boys' and girls' track and field in Manitoba. Virtually every school in the province has had one, two, or more athletes attend this camp. These athletes return to their schools versed in a good understanding of all phases of track and field. These students then, in a great number of cases, become leaders and help the coach immensely in the training of other athletes.

In conclusion, it is apparent that track and field activities have been participated in since before the times of the Greeks and are well established in the

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[20]Brochure on the Royal Canadian Legion 4th Annual International Peace Garden Track and Field Camp (348 Main Street, Winnipeg 1, Manitoba: Legion Track Camp).

societies of the world. Those localities or schools which have sound track and field programs ascribe their success to various things. Some of the criteria necessary for a successful program, according to modern day writers, might be summed up as follows: a dedicated coach, a good publicity program, a sound method of recruiting, adequate facilities and equipment, and an attractive schedule of competition.

In the Province of Manitoba, some major constructive influences upon high school track within the last few years have been the development of an indoor track program, the establishment of the Legion Track and Field Camp, the recent success of Canadian athletes in international competition and the forthcoming Pan American Games to be held in Winnipeg. These factors have given impetus to an otherwise relatively undeveloped track program.

CHAPTER II

METHODOLOGY

The survey method of research, employing the questionnaire technique, was used in this study. The questionnaire consisted of seven general areas, and was used to secure information pertaining to such things as:

1. Number of boys and girls enrolled in the school and the degree of participation in track and field.
2. The availability of facilities and equipment.
3. The types of training programs and the qualifications of the instructors.
4. The people employed and the quality of officiating.
5. The provision for treatment of injuries.
6. The budgeting practices for track and field.
7. The methods and problems connected with promotion of track and field.

The questionnaire was compiled through a series of steps beginning with a review of all available literature in the field, especially a thesis written by Mr. Kenneth Hallgrimson on the status of track and field

in the Class A schools of North Dakota. Mr. Hallgrimson utilized the questionnaire method in his study, and this writer secured some good ideas from it.

Following the review of related literature, the writer discussed with colleagues involved in track and field programs on both high school and college levels the exact nature of the study and the questions which should be asked. Valuable help in compiling a preliminary questionnaire was also rendered by the writer's advisory committee. Following the development of this preliminary questionnaire, three graduate students at the University of North Dakota who had previously coached track and field, George Phillips, Assistant Director of Physical Education for Winnipeg Schools and a well-known track coach in the Province of Manitoba, and Mr. Frank Zazula, head track coach at the University of North Dakota, reviewed the questionnaire and recommended changes. A revised questionnaire was then compiled and submitted to the writer's advisory committee for final comments.

The questionnaire (Appendix B, page 75), together with an accompanying introductory letter (Appendix A, page 73) and a stamped self-addressed envelope, was mailed on March 12, 1966, to all high schools in Manitoba with a reported enrollment of 150 pupils or more. A total of 96 questionnaires was sent. The schools were

selected from the Directory of Physical Education Teachers and Coaches in Manitoba Secondary Schools 1965-66, a directory prepared by the Special Services Branch, Manitoba Department of Education, Winnipeg.

On April 7, 1966, a follow-up letter (Appendix C, page 81), including another questionnaire and a stamped, self-addressed envelope, was sent to the non-respondents of the initial letter.

A total of 83 replies was received. Replies from six schools indicated no track and field program.

As the questionnaires were returned, the information was recorded on a large master table of the writer's construction. The information was carefully tabulated so that an analysis of the data was possible. From the data, tables were constructed and the preliminary drafts of the thesis were written. Following the analysis of the data, conclusions were drawn and recommendations for further study and improvements in track and field programs were structured.

CHAPTER III

ANALYSIS OF DATA

The purpose of this chapter is to analyze the data collected in the questionnaires which were sent to the selected schools. An attempt was then made to determine the status of track and field in the high schools of Manitoba.

The information analyzed was collected through the use of a questionnaire sent to 96 high schools in the Province of Manitoba. These selected schools represented all the high schools in Manitoba with a reported enrollment of 150 students or more. Appendix D, page 83, shows the schools from which questionnaires were returned and the schools in which there was no track program.

A total of 83 (86.46 per cent) of the questionnaires were returned and of these, six respondents reported no track and field program. Thirteen coaches (13.54 per cent) of those surveyed failed to return either the initial or follow-up questionnaires.

In each case the questionnaire was sent to the person listed in the Directory of Physical Education

Teachers and Coaches in Manitoba Secondary Schools 1965-1966[1] as being the track and field coach.

Participation

Of the 83 schools surveyed, 67 coaches reported the school enrollment figures and the pertinent facts as follows:

Total number of schools surveyed	67.00
Total number of students	33,458.00
Total number of male students	17,217.00
Total number of female students	16,241.00
Average enrollment of schools	499.37
Average number of boys per school	256.97
	or 51.46%
Average number of girls per school	242.40
	or 48.54%

Table 1, page 25, shows the size and number of schools from which the coaches reported. It is noteworthy that although the median size school is 500 students, 38.81 per cent of the schools had a total enrollment of 250 or less. The lowest enrollment reported was 150 students, and the highest, 1380 students.

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[1]Department of Education, Directory of Physical Education Teachers and Coaches in Manitoba Secondary Schools 1965-1966, a Directory prepared by the Special Services Branch (Winnipeg: Department of Education, 1965).

TABLE I

ENROLLMENT OF SCHOOLS PARTICIPATING IN STUDY

Number of Students	Number of Schools	Percentage
150 - 250	26	38.81
251 - 350	6	8.96
351 - 450	9	13.43
451 - 550	4	5.97
551 - 650	3	4.48
651 - 750	3	4.48
751 - 850	3	4.48
851 - 950	1	1.49
951 -1050	2	2.98
1051 -1150	3	4.48
1151 -1250	3	4.48
1251 -1350	2	2.98
1351 -1450	2	2.98
Total	67	100.00

Of 71 respondents reporting the amount of participation in intramural track and field by their student body, both boys and girls, 20 schools (28.17 per cent) reported that less than ten per cent of the students participated in intramural track. Only 30 coaches (42.25 per cent)reported a participation number in intramural track and field greater than 40 per cent of the total

enrollment.

Table 2, below, shows the percentage of the total school enrollment involved in intramural track and field in the selected schools.

TABLE 2

PERCENTAGE OF TOTAL SCHOOL ENROLLMENT (BOYS AND GIRLS) INVOLVED IN INTRAMURAL TRACK AND FIELD

Percentage of Enrollment	Number of Coaches Reporting	Percentage of Coaches Reporting
0 - 10	20	28.17
11 - 20	7	9.86
21 - 30	7	9.86
31 - 40	7	9.86
41 - 50	10	14.08
51 - 60	7	9.86
61 - 70	5	7.04
71 - 80	3	4.23
81 - 90	1	1.41
91 -100	4	5.63
Total	71	100.00

The breakdown of enrollment for boys and girls in the surveyed schools is shown in Table 3, page 27. Analysis of the data in the table shows that boys' and girls' participation rates appear to be similar. In the

case of the boys, only five of the 71 respondents (7.04 per cent) reported a participation rate greater than 90 per cent, and 25 (35.21 per cent) reported participation in intramurals by 20 per cent or less of the total number of boys enrolled. It can be seen by analyzing the girls' intramural participation that fewer girls than boys participated in intramural track

TABLE 3

PERCENTAGE OF TOTAL BOYS' AND GIRLS' ENROLLMENT PARTICIPATING IN INTRAMURAL TRACK AND FIELD

Percentage of Enrollment	Number Reporting Boys' Participation	Percentage Reporting	Number Reporting Girls' Participation	Percentage Reporting
0 - 10	19	26.76	21	30.00
11 - 20	6	8.45	10	14.29
21 - 30	7	9.86	9	12.86
31 - 40	8	11.27	8	11.43
41 - 50	7	9.86	5	7.14
51 - 60	10	14.08	6	8.57
61 - 70	4	5.63	4	5.71
71 - 80	3	4.23	3	4.29
81 - 90	2	2.82	0	0.00
91 -100	5	7.04	4	5.71
Total	71	100.00	70	100.00

and field. Only four of the 70 respondents (5.71 per cent) reported above 90 per cent of the girls' enrollment participating in intramurals and 31 schools (43.29 per cent) had participation by 20 per cent or less of the total girls' enrollment.

Seventy-one schools supplied information in regard to interscholastic track and field participation. Table 4, below, shows the percentage of school enrollment participation. It is noteworthy that 20 schools (28.17 per cent) had either no participation or less than ten per cent of the total school enrollment participating in interscholastic competition. Twenty-two coaches (30.98 per cent) reported 20 per cent or

TABLE 4

PERCENTAGE OF TOTAL SCHOOL ENROLLMENT INVOLVED IN INTERSCHOLASTIC TRACK AND FIELD

Percentage of Enrollment	Number Reporting	Percentage Reporting
0 - 10	20	28.17
11 - 20	22	30.98
21 - 30	12	16.90
31 - 40	9	12.68
41 - 50	6	8.45
51 - 60	2	2.82
Total	71	100.00

less of their students participating in interscholastic track and field. Only two of the 71 respondents reported more than 50 per cent of their school enrollment involved in interscholastic track and field.

Table 5, below, shows the degree of participation in interscholastic track and field competition by boys and girls. According to the survey, 20 schools (28.17 per cent) had less than ten per cent participation of total boys' enrollment and 19 schools (26.76 per cent) had less than ten per cent participation of total girls'

TABLE 5

PERCENTAGE OF TOTAL BOYS' AND GIRLS' ENROLLMENT PARTICIPATING IN INTERSCHOOL TRACK AND FIELD

Percentage of Enrollment	Number Reporting Boys' Participation	Percentage Reporting	Number Reporting Girls' Participation	Percentage Reporting
0 - 10	20	28.17	19	26.76
11 - 20	22	30.99	28	39.44
21 - 30	11	15.49	9	12.68
31 - 40	9	12.68	11	15.49
41 - 50	4	5.63	1	1.41
51 - 60	4	5.63	3	4.22
61 - 70	0	0.00	0	0.00
71 - 80	1	1.41	0	0.00
Total	71	100.00	71	100.00

enrollment. For both boys and girls, as can be seen in the table, over 50 per cent of the respondents reported 20 per cent or less of their total enrollments participating in interschool track and field.

Facilities and Equipment

Forty coaches (51.95 per cent) reported that they did not have a running track of any type at their schools. Of the 37 who reported having running tracks, the majority (21) were 440 yards in length. Seven respondents reported having 220 yard tracks, three reported 880 yard tracks, and the other six respondents reported having tracks of various distances from 100 yards to 525 yards in length. The type of track varied greatly, with eleven respondents reporting grass running tracks; twelve, dirt; five, cinders; three, asphalt; one, crushed rock, and the remainder of the running tracks being combinations of cinders and clay or cinders and dirt.

Only five of the 77 respondents stated that they did not have jumping pits. The vast majority, 66, reported their pits were of sand; five reported a sand-sawdust combination, five reported foam rubber and one respondent stated that their pits were of clay material. Thirty-six respondents reported they had throwing rings for shot-put and 33 reported having throwing rings for discus.

In order to conduct even a minimum size track program, certain equipment is essential. For instance,

it would be most difficult to develop pole vaulters if no vaulting poles or standards were available. Table 6, below, shows the number of schools surveyed which had what is considered the minimum amount of equipment needed to conduct a track and field program. The table also shows the percentage of schools which did not have any such type of equipment.

TABLE 6

PERCENTAGE OF SCHOOLS LACKING ESSENTIAL EQUIPMENT AND PERCENTAGE OF SCHOOLS WITH AT LEAST MINIMUM AMOUNTS OF EQUIPMENT

Essential Equipment	Percentage of Schools with No Equipment	Percentage of Schools with Minimum Amounts of Equipment
10 hurdles	27.71	54.22
2 outdoor shots	2.21	86.75
2 indoor shots	21.69	51.81
3 rubber discuses	13.25	39.76
2 metal discuses	15.66	62.54
1 set high jump standards	9.64	89.16
1 set pole vault standards	48.20	46.99
2 vaulting poles	43.38	24.10
6 sets starting blocks	20.48	45.78
2 stop watches	8.43	61.47
18 pairs track shoes	28.92	34.94
24 track suits	59.04	32.53

Practice and Meets

Thirty-nine coaches (46.99 per cent) surveyed indicated that they sponsored at least one track meet a year to which other schools were invited. Twenty-six respondents (31.33 per cent) reported that they sponsored one such a meet a year, six respondents (7.23 per cent) reported that they sponsored two a year, and seven respondents (8.19 per cent) reported that they held three meets per year.

The number of meets entered by high school athletes varied greatly. Table 7, below, illustrates the meet attendance practices of the schools for both boys and girls for indoor seasons, and Table 8, page 33, illustrates the meet attendance practices for boys and girls for outdoor seasons.

TABLE 7

NUMBER OF INDOOR TRACK MEETS ATTENDED YEARLY

Number of Indoor Meets Attended	Boys		Girls	
	Number of Schools	Per Cent	Number of Schools	Per Cent
None	29	34.94	29	36.71
One	5	6.02	4	5.06
Two	26	31.33	24	30.38
Three	20	24.10	20	25.32
Four	3	3.61	2	2.53
Total	83	100.00	79	100.00

TABLE 8

NUMBER OF OUTDOOR TRACK MEETS ATTENDED YEARLY

Number of Outdoor Meets Attended	Boys		Girls	
	Number of Schools	Per Cent	Number of Schools	Per Cent
None	7	8.97	8	10.39
One	4	5.13	4	5.19
Two	26	33.33	27	35.07
Three	23	29.49	23	29.88
Four	8	10.26	8	10.39
Five	3	3.85	2	2.59
Six	6	7.69	5	6.49
Seven	0	0.00	0	0.00
Eight	1	1.28	0	0.00
Total	78	100.00	77	100.00

Seventy-four respondents out of 83 returned questionnaires that supplied usable data in regard to practice days and dates of practice. Sixty-three coaches (85.14 per cent) reported that their practices ended during the first week of June, and the remaining eleven coaches (14.86 per cent) reported their practices ending in the latter half of May. The dates for beginning track practice varied considerably. Thirty coaches (40.55 per cent) indicated that their practices began during the month of April.

The next most popular starting time was in September, when seventeen coaches (22.97 per cent) reported they began practice. Table 9, below, shows the months of the school year during which coaches participating in the study reported that they began practice.

TABLE 9

DATE OF BEGINNING TRACK PRACTICE

Months of School Year	Number of Respondents Beginning Practice	Percentage
September	17	22.97
October	2	2.70
November	3	4.05
December	1	1.35
January	3	4.05
February	4	5.41
March	9	12.16
April	30	40.55
May	5	6.76
Total	74	100.00

Note:

Two coaches reported year round practice.

Virtually all 74 coaches reported that they practiced each day of the school week. Seven coaches (9.45 per cent) reported that they practiced on Saturdays,

and three (4.05 per cent) reported that they practiced on Sundays.

Table 10, below, lists the data in regard to

TABLE 10

PRACTICE PROCEDURE

Questions	Yes		No	
	Number	Per Cent	Number	Per Cent
Time of day for practice:				
Morning	16	19.28	67	80.72
Noon hour	52	62.66	31	37.34
After school	54	65.07	29	34.93
Evenings	11	13.25	72	86.75
Length of practice period:				
30 minutes	35	42.17	48	57.83
60 minutes	32	38.56	51	61.44
1½ hours	22	26.51	61	73.49
2 hours	1	1.21	82	98.79
Do you practice indoors?*	72	86.76	11	13.24
Do you practice in the gymnasium?	63	75.92	20	24.08
Do you practice in the hallways?	41	49.40	42	50.60
Do boys and girls practice together?	42	54.55	35	45.45

*In on school the lunch room was used; one school had an indoor track.

practicing of track and field by the selected schools. As can be seen from this table, 86.76 per cent of the respondents reported that they practiced indoors and about half, forty-one respondents (49.4 per cent), reported that they used school hallways for practicing. Over half the respondents, forty-two (54.55 per cent), stated that their boys' and girls' track teams practiced together.

Instruction

Sixty-one respondents (55.45 per cent) reported the male physical education teacher was the boys' track coach, but in 35 schools (31.82 per cent), an academic teacher was employed as coach of the boys' track team. Table 11, below, shows who coached the boys' track teams. It may be noticed that in five schools, the coach of the boys' track team was a female physical education teacher.

TABLE 11

COACH OF BOYS' TRACK TEAM

Coach	Number	Percentage
Male physical education teacher	61	55.45
Academic teacher	35	31.82
Female physical education teacher	5	4.55
Other personnel	9	8.18
Total	110	100.00

In the majority of cases, (42.06 per cent), the coach of the girls' track team was the male physical education teacher. In 28.04 per cent of the cases, the female physical education teacher coached the girls. Academic teachers comprised 23.36 per cent of the coaches, and other personnel made up the final 6.54 per cent. Table 12, below, shows the personnel employed as coaches of girls' track in the selected schools.

TABLE 12

COACH OF GIRLS' TRACK TEAM

Coach	Number	Percentage
Male physical education teacher	45	42.06
Female physical education teacher	30	28.04
Academic teacher	25	23.36
Other personnel	7	6.54
Total	107	100.00

This writer was interested in ascertaining the qualifications of the coaches in the Province of Manitoba. The respondents were asked to indicate their qualifications by checking one or more of four answers. Table 13, page 38, gives the number of respondents indicating each category.

TABLE 13

QUALIFICATIONS OF COACHES

Qualifications	Number	Percentage
Interested in physical education and track and field	52	33.99
Courses in physical education	39	25.49
Attended clinics in physical education	34	22.22
Degree in physical education	28	18.30
Total	153	100.00

Table 14, below, gives the break-down on the

TABLE 14

NUMBER OF COACHES IN SCHOOL

Number of Coaches Per School	Number of Respondents	Percentage
None	9	10.84
One	25	30.12
Two	26	31.33
Three	6	7.23
Four	11	13.25
Five or more	6	7.23
Total	83	100.00

number of coaches per school as reported by the coaches surveyed in the study.

Of a total return of 83, nine respondents (10.84 per cent) stated that they had no track coach in their school, and 25 respondents (30.12 per cent) indicated they had only one coach. In forty per cent of the schools surveyed, there was either only one coach or none at all.

Training Methods

As shown in Table 15, below, various training methods were employed by the respondents to the questionnaire. The track coaches reported some methods more frequently than others, for over 50 per cent of the coaches reported they

TABLE 15

TRAINING METHODS EMPLOYED

Method	Number	Percentage
Running	65	84.53
Weight training	46	59.75
Interval training	44	57.16
Fartlek	26	33.77
Other	18	23.36

Note:

Seventy-seven schools supplied information for the above table.

used running, weight training, and interval training methods.

The coaches participating in the study were also asked to indicate if they used any training aids such as isometric bars, weights, or Exer-genies. The coaches in 53 schools out of 77 (68.85 per cent) with track programs indicated that they used weights as a training aid. Nine coaches (11.69 per cent) employed isometric bars and eight coaches (10.39 per cent) reported using Exer-genies, while other aids of various kinds were favored in nine schools (11.69 per cent).

Officials

Track and field coaches, competitors, and spectators all desire that competitions be well directed and competently officiated so that the victor be fairly chosen. In Manitoba, 64 (83.13 per cent) of the track coaches surveyed reported that the officiating was of average competency, and twelve respondents (15.58 per cent) reported the officiating to be poor. Only one respondent (1.29 per cent) reported the officiating at track meets to be superior in nature. This school used military personnel as officials at the meets. Table 16, page 41, shows track and field officiating in the Province of Manitoba as rated by the coaches responding to the questionnaire.

TABLE 16

RATING OF OFFICIATING AT TRACK MEETS

Rating	Number	Percentage
Superior	1	1.29
Average	64	83.13
Poor	12	15.58
Total	77	100.00

In the majority of cases, surveyed coaches indicated that they used teachers as officials and 28.57 per cent of the coaches also used students. Nine coaches (11.69 per cent), indicated that they used such people as military personnel, service club members, Amateur Athletic Union officials, or interested local citizens. Table 17, below, shows the persons employed as officials in the surveyed schools.

TABLE 17

PERSONS EMPLOYED AS OFFICIALS AT TRACK MEETS

Person	Number of Schools	Percentage
Teachers	76	98.72
Students	22	28.57
Others	9	11.69

Safety and First Aid

In the section of the questionnaire devoted to safety and first aid, the coaches in the selected schools were asked to list the number and kinds of serious injuries which had occurred in track and field in their schools during the last five years. Twenty coaches (25.97 per cent) reported serious injuries in the last five years. Fifty-seven coaches (74.03 per cent) reported no serious injuries in the last five years. Table 18, below, lists the nature of the injuries and the frequency of occurrence. It is noteworthy that three of the injuries listed under "Others" resulted when a student was struck on the head with a discus or shot.

TABLE 18

NATURE OF REPORTED INJURIES

Nature of Injury	Number of Injuries Reported	Percentage
Fractures	8	25.00
Bruises/lacerations	7	21.87
Muscle injuries	6	18.75
Sprains/strains	6	18.75
Others	5	15.63
Total	32	100.00

The coaches participating in the study were asked to report on who administered first aid at their track meets. Fifteen (19.48 per cent) of the coaches reported that no specific individual was delegated the task of caring for the injured at a meet. Forty-one coaches (53.25 per cent) indicated that the coach assumed the responsibility. Table 19, below, lists the personnel in the surveyed schools who were responsible for administering first aid to injured athletes at track meets.

TABLE 19

PERSON WHO ADMINISTERED FIRST AID AT TRACK MEETS

Person	Number	Percentage
Coach	41	53.25
Teacher	31	40.26
Trained First Aid Personnel	19	24.68
Doctor	7	9.09
Nurse	6	7.79
No one specific	15	19.48

Note:

There were 77 respondents to this part of the questionnaire. Several respondents listed more than one person who administered first aid.

Finances

Realizing that in many instances the amount of

money available for the promotion of an activity has a great bearing upon its success, this investigator asked the selected coaches to estimate the total cost of their programs. The respondents were also asked to break this cost down into the cost for boys and for girls. Table 20, below, shows the estimated cost of both boys'

TABLE 20

ESTIMATED COST OF BOTH BOYS' AND GIRLS' TRACK PROGRAMS PER YEAR

Estimated Cost in Dollars	Number of Schools	Percentage
0 - 100	27	40.30
101 - 200	17	25.38
201 - 300	9	13.43
301 - 400	7	10.45
401 - 500	1	1.49
501 - 600	4	5.97
601 - 700	1	1.49
701 - 800	0	0.00
801 - 900	0	0.00
901 -1000	1	1.49
Total	67	100.00

Note:

Six respondents reported no track and field program; ten respondents did not report their estimated cost of the track program.

and girls' track programs per year as given by the respondents to the questionnaire.

Using the figures supplied by the respondents on the estimated cost for both the boys' and girls' programs in the selected schools, the writer computed the average cost per school as $225.58. Although this figure appears to be unrealistically small, it is the average computed from the reports of the 67 schools which supplied this information. Table 21, below, shows the estimated cost of the girls' track and field programs.

TABLE 21

ESTIMATED COST OF GIRLS' TRACK PROGRAM PER YEAR

Estimated Cost in Dollars	Number of Schools	Percentage
0 - 50	22	39.29
51 - 100	16	28.57
101 - 150	6	10.71
151 - 200	6	10.71
201 - 250	0	0.00
251 - 300	5	8.93
301 - 350	0	0.00
351 - 400	0	0.00
401 - 450	0	0.00
451 - 500	1	1.79
Total	56	100.00

Fifty-six schools supplied information and an average cost per school of $112.00 was computed.

Table 22, below, gives the estimated cost of the boys' track and field programs per year. As can be seen from the table, over half the schools spend less than $100.00 per year for boys' track. The average cost computed from the figures given was $130.82 per high school.

TABLE 22

ESTIMATED COST OF BOYS' TRACK PROGRAM PER YEAR

Estimated Cost in Dollars	Number of Schools	Percentage
0 - 50	20	35.09
51 - 100	15	26.32
101 - 150	4	7.02
151 - 200	8	14.04
201 - 250	1	1.75
251 - 300	7	12.28
301 - 350	0	0.00
351 - 400	1	1.75
401 - 450	0	0.00
451 - 500	1	1.75
Total	57	100.00

Note:

Twenty respondents reported that they did not have the available figures or else they did not complete this portion of the questionnaire.

Almost all the coaches participating in the study reported various sources of funds for their track and field program. Seventy respondents (90.93 per cent) listed the school board as one of their sources of funds and 50 respondents (64.95 per cent) listed the student council as a source of funds. Ten respondents (12.99 per cent) indicated that the individual participants assumed a share of the cost and 15 respondents (19.48 per cent) reported other sources of funds such as the teachers' association, school canteen, Legion, community club, and school projects.

Problems

In order to try to ascertain some of the problems connected with track and field in Manitoba, the writer decided to attempt to determine the degree of interest in track and field as well as the types and number of problems requiring solution. In order to determine the degree of interest in track and field shown by various groups, the respondents were asked to number, in order, the degree of interest of various given groups. Many of the respondents followed directions; however, some, instead of numbering in order, used check marks. Table 23, page 48, shows the degree of interest in track and field shown by various groups. As can be seen from the table, a total of 55 respondents indicated that the principal or superintendent was most interested in the track and field program in the school. The next most interested group was the teachers,

followed by the parents of the participating students. The school board, and especially the community in general, showed little interest in track and field as reported by the coaches.

TABLE 23

DEGREE OF INTEREST IN TRACK AND FIELD SHOWN BY VARIOUS GROUPS

Group	Degree of Interest (A: High to G: Low)								
	A	B	C	D	E	F	G	✓	Total
Principal/superintendent	19	12	2	5	0	3	0	14	55
Teachers	11	15	7	3	3	2	1	9	51
Parents of participating students	4	8	7	7	9	1	0	4	40
Students other than participants	2	7	10	2	7	6	1	2	37
School Board	3	2	9	9	10	3	1	2	39
Community in general	1	0	2	7	2	14	5	1	32
Others	5	2	3	2	0	1	2	2	17

The coaches in the selected schools were asked to list in order the main problems needing solution in their track programs. Most coaches did as directed but others used only check marks and did not indicate

degree of severity of the problem. In Table 24, below, the writer has attempted to rate the various problems taking into account both the rating given by the respondents and those who did not rate the problems but simply used a check mark. As can be seen from the table, the three main problems facing track and field in Manitoba appear to be climatic conditions, lack of facilities, and lack of qualified coaches. Financial requirements appear to be a very minor problem, as the respondents rated expense after all the other problems. Some of the respond-

TABLE 24

RATINGS OF PROBLEMS IN TRACK AND FIELD

Problem	Degree of Severity (A:High to H:Low)									
	A	B	C	D	E	F	G	H	✓	Total
Weather	9	9	11	4	4	2	5	1	17	62
Lack of facilities	16	10	6	8	1	0	0	1	15	57
Lack of qualified coaches	8	11	11	2	4	3	2	0	16	57
Time involved	5	12	7	7	7	1	3	0	12	54
Lack of student interest	10	3	6	5	7	3	4	0	7	45
Expense involved	0	0	2	3	8	7	5	0	1	26
Others	0	1	0	2	0	0	0	2	3	8

ents listed as problems not appearing on the chart the facts that in some instances the program conflicted with examinations or with other activities, facilities were at a distance from the schools, and in some cases school enrollment was insufficient to justify a program.

General

Of the 83 respondents, six reported that they did not conduct a track and field program. Of the remaining 77 schools, 72 coaches (93.51 per cent) stated that they believed track and field should be promoted and conducted by the schools. Five coaches (6.49 per cent) stated that they did not believe the schools should promote and conduct track and field. Their reasons were stated as follows:

"Teachers don't have time for a sports program."

"Track clubs could operate year-round and not conflict with other school activities, and instructors would be specialists in the activity."

"Communities should sponsor track."

"Track clubs should promote track."

"There is a shortage of time and qualified personnel in the schools."

Reasons given by the 72 coaches why track and field should be promoted by the school were categorized and tabled in Table 25, page 51.

TABLE 25

REASONS FOR THE PROMOTION AND CONDUCTING OF TRACK PROGRAMS BY THE SCHOOLS

Reason	Number	Percentage
Promotes physical fitness and development	18	20.45
Nature of activities allows for maximum participation	13	14.77
Control of activities best exercised in the schools	13	14.77
Promotes good character development	12	13.64
Essential part of a well-rounded program	10	10.36
Satisfies individual's need for competition	4	4.54
Best qualified leaders of the program are in the schools	4	4.54
Schools have the facilities and equipment	3	3.41
Others	4	4.54
No reason given	7	7.95

Anticipating that by far the greatest majority of respondents would believe that track and field should be conducted by the schools, this writer asked the coaches to indicate how this promotion could be accomplished. Some of the respondents gave methods in numerical order; others simply checked various methods. In Table 26, page 52, the relative importance of the

different methods of promoting track and field as reported by the respondents is listed.

TABLE 26

HOW TRACK AND FIELD SHOULD BE PROMOTED

Method	Rating of Importance of Method by the Respondents (A:High to I:Low)										
	A	B	C	D	E	F	G	H	I	✓	Total
Emphasizing in service program	10	2	3	1	0	1	0	0	0	33	50
Emphasizing intramural track and field	5	1	8	1	3	0	0	0	0	32	50
Recruiting among students	3	10	0	5	0	0	0	1	0	25	44
Clinics	2	5	2	2	3	0	0	0	0	31	45
Movies	0	1	4	1	4	0	1	0	0	12	23
Coaches' Associations	2	0	1	1	1	1	1	0	3	7	16
Speakers	0	1	1	3	0	1	3	0	0	6	15
Newsletters	0	0	0	0	1	3	2	1	0	3	10
Others	2	0	0	0	0	0	0	1	1	6	10

In analyzing the data in Table 26, page 52, the writer concluded that the track coaches in Manitoba high schools believed track and field is best promoted by emphasizing track in the physical education instructional program, emphasizing intramural track and field, recruiting among the student body and by means of track and field clinics. These four methods were cited almost twice as often as such items as track and field movies, coaches' associations, speakers, and newsletters.

Realizing that, in Manitoba, track and field is sometimes conducted by agents other than the school, this writer surveyed the coaches to ascertain which agent they believed should promote track and field. Many respondents checked more than one agent. Table 27, below, shows the consensus as to which groups should promote track and field in the Province.

TABLE 27

AGENTS WHICH SHOULD PROMOTE TRACK AND FIELD

Agent	Number	Percentage
School	69	89.63
Legion or outside group	39	50.66
Community clubs	32	41.56
Park board	17	22.08
Others	13	16.88

The final question on the questionnaire dealt with improvements in track and field during the last five years. From 77 respondents, a total of 104 various items were received. Table 28, below, shows the answers categorized and their frequency of occurrence. As can be seen from the table, the addition of new or improved

TABLE 28

FACTORS WHICH HAVE IMPROVED TRACK AND FIELD IN THE SELECTED SCHOOLS DURING THE LAST FIVE YEARS

Factors	Number	Percentage
New or improved facilities and equipment	25	24.04
Hiring of new personnel	14	13.46
Added emphasis on track	13	12.51
Increased and standardized competition	11	10.58
Year-round program or increased time spent on track program	9	8.65
Participation at indoor meets	9	8.65
Students' attendance at camps	8	7.69
Establishment of tradition	4	3.85
Establishment of track club	4	3.85
Others	7	6.73

facilities and equipment is the most frequently mentioned factor. The hiring of new personnel was also mentioned frequently.

CHAPTER IV

DISCUSSION

In the Province of Manitoba, the average size high school, as determined by this study, has a total enrollment of 500 students. However, close analysis of the data shows that 38 per cent of the schools have less than 250 students enrolled. The average of 500 students per school is the result of a few large schools. The existence of so many small high schools in the province seems to have a detrimental effect upon the whole physical education program. The small schools do not have the finances to set up a sound physical education program and to hire the qualified personnel necessary to operate such a program. With the present trend toward consolidation of school districts, a partial alleviation of the problem may be anticipated.

Most authorities in the field of physical education will agree that the nucleus of a successful interscholastic program is a good intramural program. In the Province of Manitoba, as evidenced by this survey, few schools have what might be termed good participation in intramural track and field. Twenty-eight per cent of the respondents reported that less

than ten per cent of their students participated in intramural track and field. Only eight coaches in the whole province reported a student participation rate of 70 per cent or above in intramural track and field. This writer believes that the key to a successful track program in any high school is good participation on the part of the students in intramural track and field. Schools with a minimal track program wishing to improve this program should promote an intramural program which will provide meaningful training for potential inter-scholastic competitors.

Manitoba high schools have one thing in common, as determined by this survey: that is, a tremendous shortage of facilities and equipment. Fifty-two per cent of the respondents reported that they did not have a running track of any type, and many respondents reported that they did not have other equipment. Examples are the following: 28 per cent of the schools had no hurdles; 60 per cent, no track suits; 29 per cent, no track shoes; 48 per cent, no pole vault standards, and 43 per cent, no vaulting poles. It is obvious that without essential equipment, no track and field program can be conducted and no athletes will ever be developed. In some instances, track athletes with outstanding ability have emerged from schools known to have very limited facilities and equipment; however, this is an

infrequent occurrence. Authorities agree that no matter how capable the coach or how keen the athletes, in order to conduct a track program, some essential equipment is required. Adequate financial support must be obtained in order to promote the program.

Over 65 per cent of the coaches reported that they spent less than $200.00 per year to conduct the boys' and girls' track programs. In almost every instance, this money was obtained from various sources such as the student council, individual participants, and the school board. In order to improve physical education in the province, and especially track and field, it is evident that much better financial support must be obtained.

One very encouraging factor, brought forth by this survey, was the practice and meet attendance procedures of the surveyed schools. Almost all the surveyed schools practiced every day of the school week, with a small number also practicing on Saturdays and Sundays. The favorite length of practice period appeared to be between 30 minutes to an hour. Eighty-six per cent of the coaches reported that they practiced indoors. Indoor practice is a necessity with the climatic conditions of Manitoba. Many schools now practice throughout the school year, as revealed in the survey.

The coaching of the track teams, as reported, is

being done by many different personnel. With regard to the boys' track teams, in about 55 per cent of the cases, the coach is the male physical education teacher. For the girls' track teams, the woman physical education teacher is the coach in only 28 per cent of the schools. In 42 per cent of the schools, the girls' track team is being coached by the male physical education teacher. It is obvious that more women track and field coaches are required in the province. The coaches of both the boys' and girls' track teams appear to be, in many instances, very poorly qualified. Thirty-four per cent of the coaches reported that their only qualification was interest in track and field. Only 18 per cent of the coaches had degrees in physical education. In many instances, a non-degree coach can do a very capable job of coaching. The attaining of a degree in physical education by no means guarantees success. The premise of this writer is, however, that a person with a degree in physical education will have a knowledge of anatomy and physiology of the human body, and will better understand the optimum performance levels possible. Therefore, he will not be as prone to push the athletes too far. Also, a person with a degree in physical education will have had training in the prevention and care of injuries. Not only will he try to prevent injuries, but he will know what to do about

them when they do occur.

In the surveyed schools, a total of 32 serious injuries could be attributed to track and field during the last few years. Surprisingly, fractures were the most common type of injury. School officials should be concerned about the large number of injuries, especially when three were head injuries attributed to a discus or shot.

Track meet directors should ensure that someone trained in the treatment of injuries such as a nurse or doctor is in attendance at all track meets. This, however, as shown by the survey, is presently true in only about 40 per cent of the cases. A doctor is present at less than ten per cent of the meets. Twenty per cent of the coaches reported that no one specific was delegated to administer first aid to the injured at their track meets. Coaches and parents of competing athletes would be well within their rights to forbid boys and girls to enter competition under such circumstances. Schools or organizations sponsoring meets in which no specific person was delegated to care for injured athletes might well find themselves being justifiably sued in a court of law and charged with negligence.

The coaches in the surveyed schools were nearly unanimous in their rating of the officiating at track

and field meets. They practically all agreed that the officiating was of average standard. Only one coach reported the officiating to be of superior standard, and that coach used military personnel as officials. Followers of track and field are well aware of the importance attached to the duties of the officials at a track meet. Some excellent meets in the past have been ruined for the coaches, competitors, and spectators by the actions of some officials. This writer knows from experience that in the Province of Manitoba there are very few competent starters. Even provincial track meets have employed as starters men who, by their actions, show that they are not qualified for the task. Since the survey showed that the vast majority of the officials are teachers, it is well within the realm of possibility that action be taken on the training of competent officials.

In 40 per cent of the surveyed Manitoba high schools, there is no more than one coach to conduct the boys' and girls' track and field program. In some schools there is none. Thus it can be seen that more coaches are needed.

The coaches in the high schools reported using various training methods and aids. Running, weight training, and interval training were favorites, and training aids such as weights, isometric bars and Exer-

genies were used in a few of the schools. More training aids are obviously required, but this will not come until such time as there are increased finances for track and field.

Virtually all the coaches surveyed reported that they believed track and field should be promoted and conducted by the schools. This only stands to reason, for no other institution or group has the communication with the students, access to existing facilities, or the coaches to conduct a track program. The program is also best conducted in the schools where the best interests of the students are kept in mind. Groups outside the school, such as service clubs, park boards, or community clubs, can do much to promote the sport. However, for the good of the students, the authority should remain vested in the schools. If authority is in the school, every student will be given more nearly equal opportunity, and no one student will be exploited. If authority lies outside the school, such practices might not exist.

The survey revealed that students other than participants, school boards, and the community in general are not very interested in track and field. In the majority of cases, as revealed by the respondents, the principal and/or superintendent and the teachers are the ones most interested in promoting track in the

schools. In order to promote track, it is rather obvious that a widened interest is required. Interest on the part of the community in general must be sought, for it is from this source that ultimately the funds, facilities and equipment for an adequate program will be realized. Possibly in time, as schools develop traditions and more active alumni, greater interest on the part of the general public will be aroused.

Some of the major problems needing solution, as listed by the coaches, were weather, lack of facilities and lack of qualified coaches. The problem of weather can be solved only by conducting indoor track practices and meets. In the rural areas of Manitoba, schools must sponsor indoor track meets wherever possible in order to promote the activity. Many schools lack facilities and equipment, and this problem can be solved, in the final analysis, only by the public's willingness to supply financial assistance, to hire qualified people to conduct the program, and to construct facilities and purchase equipment.

It is interesting to note that the coaches in schools with successful track and field programs almost unanimously agreed that the best way of promoting track and field within the school was by emphasizing track and field in the physical education instructional and intramural programs and by recruiting from the student

body. From this, it is obvious that in order to conduct a successful track and field program, the best method is first to institute a sound required physical education program in the school with opportunity for participation in intramurals by every student. This in turn should be supplemented by interscholastic competition. Other methods of promoting track and field, such as through clinics, movies, speakers, and newsletters are of minimal worth. This writer agrees that clinics are excellent methods of upgrading coaches, and an extensive program of clinics on track and field should be instituted in Manitoba.

The final area investigated by this writer was improvement in track and field during the last five years in Manitoba. The majority of respondents reported the hiring of new personnel or the building or improvement of new facilities and equipment.

In summary, the following areas in track and field in the Province of Manitoba must be given attention. Initially, school boards must provide funds to institute a sound program of physical education conducted by qualified personnel, especially in the rural areas of the province. The programs thus established must emphasize instruction in the service program, provide opportunity for every student to participate in intramurals, and institute a good interscholastic

program. If such steps are taken, it is hoped that the general public will take an increased interest in the over-all program and a good track and field program will evolve. Some current problems or practices specifically relating to track and field in the province can be remedied immediately. Officials for track meets should be better trained, and medical assistance should be available at all meets.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

A questionnaire was distributed to ninety-six high schools in the Province of Manitoba with enrollments of 150 students or more as listed in the Directory of Physical Education Teachers and Coaches in Manitoba Secondary Schools 1965-66. Eighty-three (86.46 per cent) of the questionnaires were returned. Six respondents stated that they did not have a track and field program.

The purpose of this study was to determine the current practices in, and the status of, track and field athletics in the selected high schools throughout the Province of Manitoba. It was felt that such information would be of benefit to schools with limited track and field programs.

The questionnaire was composed of ten sections, and investigated such areas of track and field as degree of participation, amount of facilities and equipment, meet attendance, instruction, training methods, officiating, safety and first aid procedures, finances, problems in track and field, and general methods of promotion of

track and field.

Conclusions

The purpose of the survey was to reveal the status of track and field programs in the Province of Manitoba. It was thought this information would be of value to schools with limited track programs. The following conclusions were drawn:

1. Seventy-seven (92.77 per cent) of the surveyed schools participated in track and field to some degree.

2. The number of participants in track and field for both boys and girls was similar.

3. Less than 50 per cent of the schools had participation of over 40 per cent of their total enrollment in intramural track and field, and almost 60 per cent of the schools had less than 20 per cent of their total enrollment involved in interschool track and field.

4. The majority of schools lacked equipment essential to conduct a track and field program. Evidence of this conclusion is found in the following examples:

Over 59 per cent of the schools had no track suits.

Over 28 per cent of the schools had no track shoes.

Over 48 per cent of the schools had no pole vault standards.

Over 27 per cent of the schools had no hurdles.

5. About one-third of the coaches responding to the questionnaire reported that they did not enter teams in any indoor track meets. Over 50 per cent of the coaches reported that their teams participated in two or more indoor meets, and over 50 per cent entered teams in two or three outdoor meets per year.

6. Over 20 per cent of the schools practiced track and field throughout the entire school year, and by April 1, over half the schools had begun practicing.

7. The male physical education teacher was the coach of the boys' track teams in 55.45 per cent of the schools, and also was the coach of the girls' track team in 42.06 per cent of the schools surveyed. The female physical education teacher was the coach of the girls' track team in only 29.04 per cent of the schools surveyed.

8. In many schools (33.99 per cent), the only qualification of the coach was an interest in physical education and track and field, and in only 18.30 per cent of the schools did the coach of the track and field team have a degree in physical education.

9. Many different training methods were employed by the coaches in Manitoba high schools. Favored methods were running, weight training, interval training, and Fartlek.

10. The officiating of track and field meets was judged to be of average quality in 85.13 per cent of the surveyed schools and poor in 15.58 per cent of the cases, as reported by the coaches. The majority of schools (98.72 per cent) used teachers as officials.

11. Over 25 per cent of the coaches reported that serious injuries had occurred in their schools during the last five years as a result of track and field. In 15 schools (19.48 per cent), no specific individual was delegated to administer first aid at track meets.

12. The average cost of both the boys' and girls' track and field programs was $225.58 per surveyed school.

13. The principal and/or superintendent and the teachers were the most interested in the track and field programs. School boards and communities in general were very uninterested.

14. The main problems in track and field in Manitoba, as reported by the surveyed coaches, were weather, lack of facilities, and lack of qualified coaches. Lack of funds or expense involved were not major problems as reported by the coaches in the surveyed schools.

15. Seventy-two coaches (93.51 per cent) believed that track and field should be promoted and conducted by the schools. The main reasons given were that it promotes physical fitness and development and allows

for maximum participation.

16. The best way of promoting track and field was reported to be by emphasizing it in the physical education instructional program and by promoting the intramural program.

17. The main factors which had improved track and field in the surveyed schools during the last five years were listed as the addition or purchase of new facilities and equipment and the hiring of new personnel.

Recommendations

1. The Manitoba Secondary Schools Athletic Association should not sanction any track meet unless proof has been given by the sponsors that qualified medical supervision will be provided.
2. Additional research should be done in the area of medical examination of athletes, prevention of injuries, care of the injured, and insurance coverage of competing athletes.
3. No athlete should be allowed to compete in any track meet within the Province of Manitoba unless the coach or a representative of the athlete's school is in attendance.
4. The Manitoba Secondary Schools Athletic Association should undertake a plan to train track and field officials throughout the Province of Manitoba. It is further recommended that such a plan be carried

out by means of regional clinics.

5. The Manitoba Secondary Schools Athletic Association Track and Field Commission should have members from all geographic regions of the province, so that areas with special problems in track and field will be given consideration in all planning.
6. Additional research should be done on the classification of athletes for competition within the Province of Manitoba.
7. Additional qualified physical education teachers should be hired to establish good physical education programs, especially in the rural areas of Manitoba.
8. A unit on track and field should become part of every program of physical education in Manitoba high schools.
9. Track coaches and school administrators throughout the Province should use available media of publicity to promote track and field and attempt to interest the general public and students other than the participants in the program.
10. Indoor training programs, facilities, and meets should be increased, especially in the rural areas.
11. School boards should purchase facilities and equipment and provide funds for the establishment and maintenance of track and field programs where none now exist.

12. The Royal Canadian Legion should continue to promote track and field by means of the Indoor Track Meets, the International Peace Garden Track and Field Camp, and the Guelph Coaches' Clinic.

Physical Education Department,
University of North Dakota,
Grand Forks, North Dakota 58202,
March 12, 1966.

Dear Sir:

I am a graduate student at the University of North Dakota working toward my master's degree in physical education. Before coming to the University, I taught in a Manitoba high school and was especially interested in track and field.

I am enclosing a questionnaire which I am using to conduct a survey on the status of track and field athletics in Manitoba high schools. Your assistance in completing this questionnaire will be greatly appreciated. All information will be treated as strictly confidential; a self-addressed and stamped envelope is included for return of the questionnaire. If your school has no track and field program, please indicate here _____, and kindly return the unanswered questionnaire.

If you are interested in obtaining a copy of the results of the survey, please indicate on the questionnaire and I will forward you a copy after they have been compiled.

Yours truly,

W.J. Hicks

(Please Print)

MANITOBA HIGH SCHOOLS TRACK AND FIELD SURVEY

Name of School _____

School Division _____

Address of School _____

Person making report _____

Position _____ Address _____

I. Participation:

Total number of BOYS enrolled in Gr. IX, X, XI, XII _____
Total number of GIRLS enrolled in Gr. IX, X, XI, XII _____
TOTAL _____

Total number of BOYS participating in _____ intramural track and field
_____ interschool track and field
TOTAL _____

Total number of GIRLS participating in _____ intramural track and field
_____ interschool track and field
TOTAL _____

II. Facilities and Equipment:

Does your school have a running track? _____ Yes _____ No

What is its distance? _____ Yds.

What type of track is it? _____ Grass _____ Dirt
_____ Clay _____ Cinders
_____ Asphalt

Does your school have jumping pits? _____ Yes _____ No

What type of pits? _____ Clay _____ Sand
_____ Sawdust _____ Foam rubber

Does your school have throwing rings for (a) shotput?
_____ Yes _____ No
(b) discus?
_____ Yes _____ No

Give the number of items of equipment your school has:

_____ hurdles
_____ outdoor shotputs
_____ indoor shotputs
_____ rubber discuses
_____ metal discuses
_____ sets of high jump standards
_____ sets of pole vault standards
_____ vaulting poles
_____ sets of starting blocks
_____ stop watches
_____ pairs of track shoes
_____ sweat outfits
_____ track suits

III. Practice/Meets:

On approximately what date do you begin practices? _____
end practices? _____

On what days do you practice? _____ M., _____ T., _____ W., _____ Th., _____ F., _____ S., _____ Su.

At what time of day do you practice?
_____ morning
_____ noon-hour
_____ after school
_____ evenings

How long are your practices?
_____ 30 mins.
_____ 60 mins.
_____ 1½ hours
_____ 2 hours

Do you practice indoors? _____ Yes _____ No

If so, where? _____ gymnasium _____ hallways _____ other

Do boys and girls practice _____ together? _____ separately?

How many meets do your BOYS attend?
_____ indoor _____ outdoor

How many meets do your GIRLS attend?
_____ indoor _____ outdoor

Does your school sponsor meets where other schools are invited to participate?
_____ Yes _____ No

How many per year? _____

IV. Instruction:

Who coaches your boys' track team?

_____ male physical educ. teacher
_____ female physical educ. teacher
_____ academic teacher
_____ other personnel (Give details
_____

Who coaches your girls' track team?

_____ male physical educ. teacher
_____ female physical educ. teacher
_____ academic teacher
_____ other personnel (Give details)

_____

How many track and field coaches do you have in your school?

_____

Do your coaches also coach junior high track and field?

_____ Yes _____ No

What are the qualifications of your coaches? (Check one or more)

_____ degree in physical educ.
_____ attended clinics in track and field
_____ courses in physical educ.
_____ interested in physical educ. and track and field

V. Training Methods:

What methods are used by you or your coaches for training your athletes?

_____ Fartlek
_____ interval
_____ running
_____ weight training
_____ other methods (Give details)

_____

Do you employ aids such as:

_____ isometric bars?
_____ exer-Genie?
_____ weights?
_____ other? (Give details)

_____

VI. Officials:

Who officiates at your meets?

_____ others (Please list)
_____ teachers
_____ students

_____

How do you find the officiating to be generally?

_____ superior _____ average _____ poor

VII. Safety and First Aid:

Who administers first aid at meets?

_____ trainer
_____ doctor
_____ nurse
_____ coach
_____ teacher
_____ trained first aid personnel
_____ no one specific

Have any of your athletes been seriously injured in a meet or practice within the last five years?

_____ Yes _____ No

If so, how many? _____

What were the nature of the injuries?

_____

_____

VIII. Finances:

What is the estimated cost of your track and field program for BOYS per year?

_____

What is the estimated cost of your track and field program for GIRLS per year?

_____

TOTAL _____

Who provides the funds for your track and field program?

_____ school board
_____ individual participants
_____ others (Give details)
_____ student council

_____

IX. Problems:

Which group is most interested in your track and field program? (Please number in order.)

_____ Principal/superintendent
_____ community in general
_____ teachers
_____ others (Give details)
_____ parents of participating students
_____ school board
_____ students other than participants in program

_____

What are the main problems needing solution in your track program? (Please number in order.)

_____ lack of funds
_____ lack of facilities
_____ time involved
_____ weather
_____ lack of qualified coaches
_____ expense involved
_____ student interest
_____ other reasons (Give details)

_____

IX. General:

Do you think track and field should be promoted and conducted by the schools?

_____ Yes _____ No

Reasons for your answer: _____

_____

If you think track and field should be promoted by the schools, how do you think it can best be done?

_____ recruiting among student body
_____ emphasizing intramural track
_____ emphasizing track in phy. educ. instructional program
_____ speakers
_____ others (Please list)
_____ newsletters
_____ clinics
_____ movies
_____ coaches' associations

_____

Which of the following do you think should promote track and field?

_____ school
_____ Legion or outside groups
_____ others (Please list)
_____ park board
_____ community clubs

_____

What has been done in your school within the last five years, which in your opinion, has improved track and field?

_____

_____

_____

Would you like a copy of the results of this survey after the data has been compiled?

_____ Yes _____ No

Physical Education Department,
University of North Dakota,
Grand Forks, North Dakota 58202,
April 7, 1966.

Dear Sir:

I am a graduate student at the University of North Dakota conducting a survey of the status of track and field athletics in Manitoba high schools. The responses from the selected schools have been very good. Upon checking my records, however, I find that your school has not returned the questionnaire sent on March 12. In order to make this survey inclusive and helpful to everyone concerned, your assistance is badly needed. I am enclosing an additional questionnaire and self-addressed stamped envelope. Please complete the questionnaire and return it as soon as possible.

Yours truly,

W.J. Hicks

LIST OF SCHOOLS PARTICIPATING IN THE SURVEY

Winnipeg School Division Number 1

Churchill High School

Daniel McIntyre Collegiate

Elmwood High School

Gordon Bell High School

Grant Park High School

Kelvin High School

Sisler High School

St. John's High School

Technical-Vocational High School

Assiniboine North School Division Number 2

Brooklands Collegiate

Westwood Collegiate

Assiniboine South School Division Number 3

Charleswood Collegiate

St. Boniface School Division Number 4

Provencher Collegiate

Windsor Park Collegiate

St. Vital School Division Number 6

Dakota Collegiate

Glenlawn Collegiate

St. James School Division Number 7

Silver Heights Collegiate

St. James Collegiate

Norwood School Division Number 8

Nelson McIntyre Collegiate

River East School Division Number 9

Miles Macdonell Collegiate

River East Collegiate

Seven Oaks School Division Number 10

Garden City Collegiate

West Kildonan Collegiate

Transcona-Springfield School Division Number 12

Murdoch MacKay Collegiate

Springfield Collegiate

Transcona Collegiate

Agassiz School Division Number 13

Beausejour Collegiate

Whitemouth Collegiate

Seine River School Division Number 14

Ste. Anne Collegiate

St. Norbert Collegiate

Red River School Division Number 17

St. Jean-Baptiste Collegiate

St. Pierre Collegiate

Rhineland School Division Number 18

W.C. Miller Collegiate, Altona

White Horse Plains School Division Number 20

St. Paul's Collegiate, Elie

Interlake School Division Number 21

Stonewall Collegiate

Teulon Collegiate

Warren Collegiate

Evergreen School Division Number 22

Gimli Collegiate

Riverton Collegiate

Portage la Prairie School Division, Number 24

Portage Collegiate

Midland School Division Number 25

Carman Collegiate

Pembina Valley School Division Number 26

Thomas Greenaway Collegiate, Crystal City

Nellie McClung Collegiate, Manitou

Pine Creek School Division Number 30

William Morton Collegiate

Beautiful Plains School Division Number 31

Garberry Collegiate

Neepawa Area Collegiate

Dauphin-Ochre School Division Number 33

Dauphin Collegiate

Duck Mountain School Division Number 34

Ethelbert Collegiate

Winnipegosis Collegiate

Swan Valley School Division Number 35

Birch River Collegiate

Minitonas Collegiate

Swan River Collegiate

Intermountain School Division Number 36

Grandview Collegiate

Roblin Collegiate

Pelly Trail School Division Number 37

Major Pratt Collegiate, Russell

Rossburn Collegiate

Birdtail River School Division Number 38

Birtle Collegiate

Hamiota Collegiate

Strathclair Collegiate

Rolling River School Division Number 39

Minnedosa Collegiate

Rivers Collegiate

Brandon School Division Number 40

Brandon Collegiate

Harrison High School

T.A. Neelin High School

Vincent Massey High School

Fort la Bosse School Division Number 41

Virden Collegiate

Souris Valley School Division Number 42

Hartney Collegiate

Souris Collegiate

Antler River School Division Number 43

Deloraine Collegiate

Melita Collegiate

Turtle Mountain School Division Number 44

Boissevain Collegiate

Kelsey School Division Number 45

Margaret Barbour Collegiate, The Pas

Flin Flon School Division Number 46

Hapnot Collegiate

Western School Division Number 47

Morden Collegiate

Frontier School Division Number 48

Frontier Collegiate, Cranberry Portage

Not in Division

Princess Elizabeth Collegiate, Camp Shilo

LIST OF SURVEYED SCHOOLS HAVING
NO TRACK AND FIELD PROGRAM

St. Boniface School Division Number 4

St. Joseph's Collegiate

Red River School Division Number 17

St. Joseph Collegiate, Otterburne

Rhineland School Division Number 18

Mennonite Collegiate, Gretna

Portage la Prairie School Division, Number 24

Arthur Meighen Collegiate, Portage la Prairie

Swan Valley School Division Number 35

Benito Collegiate

Fort la Bosse School Division Number 41

Reston Collegiate

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