A Proposed Interscholastic Track and Field Training Program for the Junior High School

James L. Hanson
Central Washington University

Follow this and additional works at: https://digitalcommons.cwu.edu/etd

Part of the Health and Physical Education Commons, and the Junior High, Intermediate, Middle School Education and Teaching Commons

Recommended Citation
Hanson, James L., "A Proposed Interscholastic Track and Field Training Program for the Junior High School" (1968). All Master's Theses. 826.
https://digitalcommons.cwu.edu/etd/826

This Thesis is brought to you for free and open access by the Master's Theses at ScholarWorks@CWU. It has been accepted for inclusion in All Master's Theses by an authorized administrator of ScholarWorks@CWU. For more information, please contact scholarworks@cwu.edu.
A PROPOSED INTERSCHOLASTIC TRACK AND FIELD TRAINING PROGRAM FOR THE JUNIOR HIGH SCHOOL

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
James L. Hanson
December, 1968
ACKNOWLEDGEMENTS

Appreciation is extended to Dr. Everett Irish for his guidance and for serving as Chairman of the Graduate Committee. Appreciation is also expressed to Mr. L. E. Reynolds and Dr. Dohn Miller for serving on the Graduate Committee.

Gratitude is expressed to Mr. Pat Martin, Ellensburg High School, for his encouragement and assistance through the years.

A special thank-you goes to my wife Glenda, and to Greg and Sonja for their understanding and patience.
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM AND DEFINITIONS OF TERMS</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>2</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Importance of the Study</td>
<td>2</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>4</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>4</td>
</tr>
<tr>
<td>Ankle Flexion</td>
<td>4</td>
</tr>
<tr>
<td>Bicycle</td>
<td>4</td>
</tr>
<tr>
<td>Checkmark</td>
<td>5</td>
</tr>
<tr>
<td>Finger-tip Push-ups</td>
<td>5</td>
</tr>
<tr>
<td>Form</td>
<td>5</td>
</tr>
<tr>
<td>Hip Roll</td>
<td>5</td>
</tr>
<tr>
<td>Hurdler's Stretch</td>
<td>6</td>
</tr>
<tr>
<td>Interscholastic Track</td>
<td>6</td>
</tr>
<tr>
<td>Jogging</td>
<td>6</td>
</tr>
<tr>
<td>Kip-ups</td>
<td>6</td>
</tr>
<tr>
<td>Pump</td>
<td>7</td>
</tr>
<tr>
<td>Push-ups</td>
<td>7</td>
</tr>
<tr>
<td>Resistance Exercise</td>
<td>7</td>
</tr>
<tr>
<td>Running in Place</td>
<td>8</td>
</tr>
<tr>
<td>Shoulder Roll</td>
<td>8</td>
</tr>
<tr>
<td>Sit-ups</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Stair Running</td>
<td>8</td>
</tr>
<tr>
<td>Straddle Touch</td>
<td>9</td>
</tr>
<tr>
<td>Striding</td>
<td>9</td>
</tr>
<tr>
<td>Toe Touch</td>
<td>9</td>
</tr>
<tr>
<td>Overview of Study</td>
<td>9</td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE</td>
<td>10</td>
</tr>
<tr>
<td>Importance of Interscholastic Training</td>
<td>10</td>
</tr>
<tr>
<td>Organization of the Track Program</td>
<td>15</td>
</tr>
<tr>
<td>III. METHODS AND PROCEDURES</td>
<td>21</td>
</tr>
<tr>
<td>Introduction</td>
<td>21</td>
</tr>
<tr>
<td>Proposed Program</td>
<td>22</td>
</tr>
<tr>
<td>Student Leaders' Responsibilities</td>
<td>22</td>
</tr>
<tr>
<td>Bulletin Board</td>
<td>23</td>
</tr>
<tr>
<td>Conditioning Exercises</td>
<td>23</td>
</tr>
<tr>
<td>Training for the Sprints</td>
<td>24</td>
</tr>
<tr>
<td>Training for the Hurdles</td>
<td>27</td>
</tr>
<tr>
<td>Training for the Shot Put</td>
<td>30</td>
</tr>
<tr>
<td>Training for the Pole Vault</td>
<td>33</td>
</tr>
<tr>
<td>Training for the High Jump</td>
<td>36</td>
</tr>
<tr>
<td>Training for the Broad Jump</td>
<td>39</td>
</tr>
<tr>
<td>Effectiveness of Program</td>
<td>42</td>
</tr>
<tr>
<td>IV. SUMMARY AND RECOMMENDATIONS</td>
<td>43</td>
</tr>
<tr>
<td>Summary</td>
<td>43</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Form for the Sprints</td>
<td>25</td>
</tr>
<tr>
<td>2. Form for the Hurdles</td>
<td>28</td>
</tr>
<tr>
<td>3. Form for the Shot Put</td>
<td>31</td>
</tr>
<tr>
<td>4. Form for the Pole Vault</td>
<td>34</td>
</tr>
<tr>
<td>5. Form for the High Jump</td>
<td>37</td>
</tr>
<tr>
<td>6. Form for the Broad Jump</td>
<td>40</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS

Track has been one of man's primary interests for as long as civilizations have existed. Track has been popular throughout modern history as is testified by the Olympic Games which had their beginnings with the early Greek civilization. During the days of the cave man, running, throwing, and jumping were necessities for life itself.

Today, man enjoys running and other track events both as a recreation and a physical conditioner. The competitive spirit is emphasized in our society and is looked upon as a desirable trait. What better place can we prepare for the competition we will face throughout life than on the athletic fields? Here we learn to be good winners and gracious losers, and this is one of life's important lessons (3:427-446).

Track today is emphasized to the point of formal training for athletes down to the junior high school level. This training is often undertaken by individual coaches without the benefit of written guidelines or programs. Unfortunately, the emphasis in the field of track has not yet brought the introduction of programs
for this age and physical level of development. Much has been written about methods and techniques used in developing champions but these are geared to high school and college level youth and do not provide for boys of the seventh and eighth grade levels.

I. THE PROBLEM

Statement of the Problem

Research has indicated that there are no guidelines or formal programs set forth for interscholastic track at the junior high school age level. Coaches entering this area of endeavor are required to devise their own programs from suggestions offered by experienced coaches and from programs existing for the senior high school and college track student.

The purpose of this study is to develop an interscholastic track and field training program suitable to the junior high school level student.

Importance of the Study

With today's emphasis upon physical conditioning which began with the formulation of the President's Council on Physical Fitness in 1956, more and more people are turning to track both for competition and for health reasons. This is born out by the fantastic records that
the states are producing in track and field. More boys than ever are turning out for this athletic event. This fact was brought home to the writer while coaching junior high school track, where in the first year fifty-five boys entered the program and by the fourth year that number had increased to eighty-eight. This occurred with no significant increase in school population.

Many inexperienced coaches find themselves in the position of having little knowledge in the area of track coaching. This necessitates relying upon others for help. Often there is no resource person who can help in such a predicament. Unlike material available for the high school or college level track coach, the junior high school coach is without formal programs written for the express purpose of setting forth guidelines for a junior high school interscholastic track program. This leaves the problem of the development of individuals and teams to the inexperienced coach.

The writer developed this training program with the intent of providing a workable program for himself as well as to track coaches and school administrators who may benefit from such proposed methods of training. Such a written program will be valuable to novice coaches as well as experienced coaches who find themselves without a written guideline or training program for junior
high school interscholastic track athletes.

Limitations of the Study

There was no attempt to compare or evaluate training methods in this study. The program developed was taken from available written material plus actual trial and error coaching experiences of the writer.

There were no controlled groups to compare one method as opposed to another in the study. The writer merely attempted to develop a suitable training program based upon personal knowledge, knowledge of others in the field, and available written information. A limitation of the study was the definite lack of literature pertaining directly to a junior high school track program.

II. DEFINITIONS OF TERMS

Ankle Flexion

This refers to a conditioning exercise wherein the individual stands on stairs or at the edge of an elevated area so that just the toes are supporting the body. He extends down over the edge as far as the ankle will allow then up as far as the foot can extend.

Bicycle

The bicycle is a conditioning exercise wherein the person is lying on the back extending the legs into the
air. He places his hands under hips so that only the shoulders and upper back are touching the ground. He begins by pumping the legs alternately as though riding a bicycle. Make sure there is good swing in the leg action.

Checkmark

The checkmark denotes a flag or marker beside runway for checking the footing or as a starting point for broad jumpers and pole vaulters.

Finger-tip Push-ups

The finger-tip push-up is the same as the push-up except that when lying in a prone position, face down, the entire body is lifted up then down using the fingers as body support instead of the whole palm.

Form

Form denotes the technique which is deemed as the proper method of performing any particular track event.

Hip Roll

Hip roll is a conditioning exercise where the feet are shoulder width apart, hands placed on hips, then the individual rolls the upper body using the hips as an axis.
Hurdler's Stretch

This is a conditioning exercise where the individual sits on the ground with one leg stretched straight out in front and the other curled as closely to the body as muscles will allow. The individual then lies back and stretches the curled leg toward the ground, attempting to touch the knee flat to the ground. This is done to a four-count cadence; then the person sits up and stretches the upper body forward, keeping the extended leg flat and attempts to touch the toes with the hand and chin to the extended knee. This should also be done to a four-count cadence. When sufficiently warm, the individual should then switch legs and do the same with the other leg curled under.

Interscholastic Track

This denotes athletic track competition which is held between schools.

Jogging

Jogging refers to a conditioning exercise through the use of running with emphasis on proper form instead of speed.

Kip-ups

Kip-ups denotes a conditioning exercise where the
individual lies on his back on the ground with legs straight and raised about six inches off the ground. The arms are extended straight over the head, lifting arms and legs simultaneously until he can touch feet with hands in a jack-knife position with only the lower back touching the ground. Reverse to starting position and continue, being sure legs are straight and knees locked at all times.

**Pump**

Pump denotes a conditioning exercise in shot putting. The putter stands and faces the putting area and pushes the shot out without any movement across the circle. He gradually increases the force of throws until he is well warmed.

**Push-ups**

This is a conditioning exercise wherein the individual lies on the ground in a prone position face down; the hands are flat against the ground close to the shoulders and the toes are curled under and the body held rigid. Lift the entire body up then down, touching only the chest lightly to the ground.

**Resistance Exercise**

The individual stands close to a wall and back against it. He lifts one hip slightly so that one foot
is slightly off the ground. Then he places the heel against the wall and keeping the leg straight, tries to push the wall down with the back of the heel. He continues pushing until the leg begins to quiver and then does the same exercise with the other leg.

**Running in Place**

Running in place is an exercise entailing stationary running. The instructor checks for proper arm action and emphasizes high knee lift and foot placement—not toeing out.

**Shoulder Roll**

During the shoulder roll exercise, the person holds arm straight out and makes circles with the arms, keeping the arms and hands straight from the shoulder.

**Sit-ups**

The individual lies on his back on the ground, locking the hands behind his head and keeping the legs straight and hands firmly locked. He sits up and touches each knee with the opposite elbow.

**Stair Running**

Stair running is an exercise wherein the individual runs up stairs or bleachers. Emphasis is on high knee and proper arm action.
Straddle Touch

With feet at shoulder width, the individual touches the toe with the opposite hand, keeping knees locked.

Striding

Striding is the same as jogging.

Toe Touch

The feet are close together, the individual bends down keeping the knees locked and touches the toes of his shoes with extended fingers, then palms.

III. OVERVIEW OF STUDY

The remainder of the study will enlarge upon the following material:

Chapter II will present the opinions of authorities in the field of education and athletics in regards to the methodology and importance of interscholastic training for junior high school athletes.

Chapter III sets forth a proposed program for the training of junior high school boys in interscholastic track competition.

Chapter IV summarizes the study and presents conclusions based on the findings. Implications relevant to the study are presented as well as suggestions for further research.
CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present the opinions of authorities in the field of education and athletics in regards to the importance of interscholastic training for junior high school athletes. The methods of organization of such a program will also be discussed.

I. IMPORTANCE OF INTERSCHOLASTIC TRAINING

With the advent of the junior high school came the rise of organized junior high school athletics which brought both praise and criticisms. Parents as well as professionals have argued the necessity of interscholastic programs at this age level. The philosophy of the community is a determining factor on whether or not such training is available in the junior high school. Many people today express out-dated and disproved theories regarding the negative factors of early athletic training. According to an article by Hollis F. Fait, he questions whether the junior high school should sponsor interscholastic athletic competition and refers to the time-old arguments against any physical competition when he stated:
The effects of highly organized competitive sports upon immature participants have concerned men since the time of the Greeks. Then it was Aristotle who pointed the finger of criticism at the youth divisions of the Olympic Games. In modern times the target has been interscholastic athletic competition for the junior high school age participants (5:20-22).

Fait goes on to relate the effect which recent research is having on dispelling some of the fears expressed about junior high school interscholastics. He said:

In view of this number, it is indeed fortunate that research into the effects of strenous competition upon immature youngsters has also progressed. Today, we are better able than ever before to evaluate the effects participation in competitive sports will have upon the pubescent player. Evidence is far from complete, but there are sufficient facts to permit certain intelligent conclusions about the effects interscholastic competition will have upon the immature youngster. The evidence dispels some of the fears which have been voiced through the ages since the days of Aristotle (5:20-22).

Hale discusses the physiological factors involved in interscholastic participation of junior high school children and refers to the studies of Beneke and Karpovich when he stated the following:

For many years it was taught that the arteries and the heart of pubescent children did not develop at the same rate. This was the result of a mistake by Beneke which was later corrected by Karpovich and we now know that the arteries and heart develop at the same rate and that pubescent children can engage in strenuous activity without potential damage to the heart (7:19-21).

While some concern has been expressed because of the difference that exists in the heart/body weight ratio of pubescent children as compared to that of older children,
Hale stated that it has been calculated that at full speed the pubescent boy's heart actually does less work per unit of heart weight than the older boy's heart. He further stated:

Research physiologists and physicians who specialize in sports medicine generally agree that the human organism is protected by certain safety valves which prevent physiological trauma during and following strenuous physical activity (7:19-21).

The case against junior high athletics contends that physiologically, psychologically, socially, economically, and educationally it is wrong. Elmer D. Mitchell stated in his article against interscholastic athletics in junior high school that psychologically the 11-15 year old boy is not ready to assume the emotional stress of championship competition, that he should be placed in situations where he can develop skills needed for team play without undue nervous strain with resulting emotional impairment (12:46-48).

One retort concerning the emotional and psychological aspect of interscholastic participation was expressed by Burt Droste who contends that our society is competitive by nature and that report cards, spelling bees, and academic competition are just as extenuating as sports and yet are condoned (4:17-18).
There has been concern expressed about the possibility of the effect of interscholastics upon growth rate and kidney function from strenuous exercise. Fait reported a general consensus of studies made in these areas and stated that there was no conclusive evidence for or against the effect upon growth rate and no apparent detrimental effects of the kidneys. He did point out that athletes participating in strenuous programs did not grow as rapidly as those participating in less strenuous activities while studies have also indicated that mild exercise stimulates growth (5:20-22).

One explanation for this difference was suggested in an article by Creighton J. Hale. Boys participating in athletics are post pubescent or have already had their growth spurt and the non-athletic group were pre-pubescent and just entering their rapid growth period. Studies indicated that athletes are taller and heavier than non-athletes (9:21).

This explanation by Hale brings up again the problem of different chronological aged children competing against one another and that youngsters in some way should be equated according to maturation levels.

Medical opinion on the subject of interscholastic type athletics has been limited to opinions and to reviews
of research studies conducted by other professions. The medical opinions on competitive athletics reflect complete discordance within the profession as a whole and frequently within specialty groups. For example in one study 70 per cent of the orthopedists believed that for youth 12-15 years of age athletics constituted a special hazard in connection with the epiphysical area of the long bones. In another study, more than 85 per cent of the orthopedists expressed the opinion that epiphysical injuries were less prevalent than other bone injuries in this particular age group (7:21).

Hein and Ryan also related the contributions of physical activity through interscholastics to physical health when they stated that "man's appetite, like that of experimental animals, apparently fails to drop off in keeping with a sedentary existence" (8:263-290). They related that a series of studies done on children supports this same hypothesis and indicated that habits of inactivity which may lead to obesity, then or later, are often acquired early in life. Hein and Ryan discussed studies which found that almost three times as many people who have sedentary type jobs die of heart attacks as those in occupations requiring heavy labor. Since improved technology is bringing about decreased expenditure of energy in various
occupations, the school athletic program provides youth with a means of developing essential physical fitness (8:263-285).

Dr. James B. Conant expressed a negative opinion in regards to a junior high school interscholastic athletic program. In an article for *Look Magazine* he stated:

> That we need to have concern with the physical development of our youth goes without saying. Our children and young people need to spend more time to effect body building and physical exercise.

> I have listened to discussions of controlling athletics for many years; like poison ivy, athletics are difficult to control. Surely the burden of proof is upon the proponents to show the educational values of any junior high interscholastic athletics. I know of none. Junior high should have no interscholastic competition or marching bands (2:56).

However, Beyer stated that the program of interscholastics will provide for the maximum physical development through an athletic program that will function within the structure of the entire school curriculum. He further stated that a properly balanced program blended with athletics and academics will not handicap the achievements of the individual student, but will provide for well rounded varieties of accomplishments and interests (1:79-82).

II. ORGANIZATION OF THE TRACK PROGRAM

Stein discusses the administration of a track program and points out the effects of science today on track
and field. He said that coaches are availing themselves of research in physiology, physics, chemistry, nutrition, medicine, and psychology to train their athletes for "assaults on hitherto sacrosanct ultimates--records considered beyond human capacity" (15:11).

The need to stay abreast of these developments has greatly complicated the coach's job. The many details outside of actually working with the training program are varied. All consistently successful coaches pay careful attention to these vital concomitants of their job. Unfortunately their methods of handling them are seldom given in texts, periodicals, classes, or clinics (13:11).

Stein stated that it is obvious that a well-organized program is essential for a coach to fulfill his variety of roles. Good organization promotes efficiency and gives the coach the time to do his basic job of coaching, teaching, and guiding (15:15).

The question most novice junior high school coaches ask is "How much training?" As has been brought out previously, there is some controversy concerning the worth of interscholastics at the junior high school level. Along with the lack of consensus of opinion, there is a lack of material available for training the junior high school interscholastic track athlete. O'Connor stated that the
secret of success in an athletic program such as track is simply strenuous diligent work and training. He used running as an example:

Hard running over a long period of time is absolutely essential. Training must extend throughout the entire year, gradually being increased and intensified early season to late season (13:32).

The author further stated that he believed the basic methods of performing the various skills of track are the same no matter what age group with the exception of minor variations by different individuals and coaches (13:32).

Stein discussed the need for good organization and stated the aim of the program is to provide every aspirant with an opportunity to participate and that "therefore, practice organization becomes a dominant requisite for success" (15:11+).

Stackhouse laments the lack of organized programs and stated that the coach will need to seek alternatives:

The new coach will find many occasions where he will not know all of the answers. On these occasions it is the best policy to be honest with the boy and not try to bluff through a bad situation. We believe it is perfectly all right for a coach to admit that he is lacking in some detail of knowledge, but he should explain to the boy that a solution to the problem can be worked out. The library will help, or a letter to a more experienced coach will usually bring a prompt answer (14:15).

Lacey discussed the importance of a well organized training program at the junior high school level which
includes features consistent with the high school program. He stated:

It is important that track and field be made a part of the program of junior high schools and even include events for these youngsters in varsity meets, thus providing a feeder program for the high school.

Doherty stated that track and field programs organized by coaches have "many angles" but goes on to state that essentially, a good program includes the following pertinent ingredients: (1) putting first things first; (2) making preparations; (3) getting the boys out; (4) keeping the boys out; and (5) putting the right boys in the right events. The author elaborated upon these factors and stated that the first step should be a set of goals or purposes as to the need for the program in the school and community. He related the necessity of the coach knowing the rules, reading track and field publications, attending track clinics, developing facilities, and organizing a training program. After the organization of the program comes the establishment of activities and events which encourage the participant and other members of the community to increased interest in the sport.

Fultz discussed the problems of organizing a training program and recommends a program that takes many factors into account, such as the dilemma of choosing the types of conditioning exercises which are determined
by seasonal and climatic changes (6:34).

Miller recommends the following objectives to be the core of any proposed program in track, and should be the purpose of every practice session: (1) better technique, (2) physical condition, (3) enjoyment, and (4) responsible citizenship (11:1).

Doherty stated that fundamentals should be emphasized in such a method that the athlete will be interested and profit from practice in form. He suggests workouts through organized practice so that no time is wasted and yet each boy gets some individual attention (3:23-24).

Doherty also stated that during practice sessions, two basic factors should be stressed: (1) conditioning, and (2) practice of the basic skills necessary to perform a particular event properly (3:10).

The first problem facing a coach is to select boys for the various events from a relatively unknown ability group. Brother Luke believes that a five basic events program accomplishes this and also keeps the individual enthusiasm at a keen edge through immediate competition. Involved in these events are all of the basic track aptitudes: speed, spring, strength, stamina, and general coordination. These events include the 100 yard trial, high jump trial, broad jump trial, shot put trial, and 880 yard trial. The 880 trial should not be held until
after a few weeks of practice. The candidates should be warned not to run too fast a first lap (10:14).

Brother Luke also stated that after a month when practice has progressed well along and there have been trials in all events, the coach must post a list of the event or events on which a boy should be practicing. He stated the need to recognize that a young boy may not at first show too much promise in any event. The coach should let him practice any event in which he shows an interest. The coach should inform the candidates that if they turn out they will get an opportunity to compete in a meet. This alone does a great deal toward maintaining interest and enthusiasm even among those with less ability (10:16).
CHAPTER III

METHODS AND PROCEDURES

I. INTRODUCTION

This chapter is devoted to presenting, through drawings and explanations, the basic skills and daily workout schedule for the entire season for each event of the junior high track and field program.

There are certain factors that should be kept in mind when preparing a track training program. The coach must maintain the boys' interests. This is accomplished first through competition, meets, and time trials, along with actual competition during workouts. Coaches must not make the mistake, however, of substituting competition for conditioning and skill developing time that should be the major part of each workout.

It is recommended that the coach post on the bulletin board the workout schedule for each event prior to turnout so that each boy knows what he will be doing while he is on the field. The events that the boys will be participating in are determined by aptitudes shown through Brother Luke's five event competitive tests: 100 yard trial, high jump trial, broad jump trial, shot put trial, and 880 trial (10:16).
Once the coach and the boy has determined which events he will be performing, he can proceed through workouts without the constant supervision of the coach. Since a coach must be working with large groups, it is especially important that the coach encourage experienced boys to aid their younger teammates in developing basic skills and analyzing faults.

Coaches should not discourage boys working in other areas once they have completed their workouts, especially since many of the younger boys have not yet developed enough to determine absolutely what areas they will or will not be suited for. This variance of activities will also act to keep interest high among the participants of the program.

The remainder of the chapter will be devoted to presenting the proposed training program for the junior high school track athlete.

II. PROPOSED PROGRAM

Student Leaders' Responsibilities

1. Help others with correcting mistakes in form.
2. Help others with training methods and techniques.
3. Make sure that loafers don't hold back those that want to learn (discourage horsing around).
4. Be a leader in your group training exercises.
5. Make sure squad takes care of their equipment and areas (broad jump, pole vault, etc.).
6. Read and encourage other squad members to learn as much as possible about your event. The better you understand your event, the better off you will be in analyzing your faults and the faults of others.

This is designed to help you build leadership qualities and develop **Championship Teams!**

**Bulletin Board**

The coach should have a permanent board in a prominent area of the school which lists the track schedule and the district and school records for each event. Other pertinent information about local, state, or national track and field news is also posted.

**Conditioning Exercises**

These exercises will be performed by the squad as a group under the coaches' supervision after which the squad will break up and move to other areas to work on specific events.

1. Shoulder roll front, back (25 each way)
2. Hip roll (15 each way)
3. Toe touch (15)
4. Straddle touch - opposite toe (15)
5. Push-ups (10, progress to 25)
6. Sit-ups - legs straight (10, progress to 25)
7. Kip-ups - (10 repetitions, progress from 1 to 5 sets)
8. Alternate kip-ups with finger tip push-ups (5)
9. Hurdlers' stretch
10. Bicycle - lots of swing
11. Running in place - check arm action
12. Resistance exercise - until each leg quivers (twice each leg)
13. Ankle flexion - Full flexion up and down with just the toes touching
14. Running stairs - begin with 5 and progress to 15
15. Striding - outside, grass:
   1st week: 4 half speed, 4 3/4 speed
   2nd week: 2 half speed, 4 3/4 speed, 2 full speed
   after 2nd week: 2 half speed, 4 3/4 speed, 6 full speed
16. 180's stride corners and sprint the straightaways (begin with 2 and add one each week to 6)

Training for the Sprints (50-100-220-180)

Figure 1 displays a series of drawings of the sprint start. In the set position the front foot is about 15 inches behind the starting line and the back foot is about 30 inches. Fingers are spread with thumbs inward. Hips are raised slightly above shoulder height. Shoulders move a few inches over the line. At the gun, the sprinter moves forward, driving from front starting block. Keeping head down helps sprinter stay low and come up gradually during the first 15 yards.
FIGURE 1

FORM FOR THE SPRINTS (3:62-63)
Generally speaking, the shorter the race the higher the knee action, for the higher the knee-lift, the more powerfully can the leg be driven downward to generate greater speed. The sprinter runs only on the balls of the feet in order to insure the foot-bounce so important for sprinting. For purposes of relaxation the runner's hands should be only partially closed so that the thumb and index finger touch lightly. Sometimes sprinters clench their fists in order to attain greater speed, but only succeed in tightening up the arms instead. If the hands are held too lose or open, arm motion tends to become haphazard and uncontrolled.

**Monday**

1. 4-6 starts to 25 yards working on good starting form and foot spacing on the starting blocks
2. Baton passing 4-5 times
3. Stride 150, walk 25, and sprint 150 twice

**Tuesday**

1. 3-4 starts with gun to 30 yards
2. Work with broad jumpers, adjust check marks, jump for form (hurdle)
3. Work on the hurdler's stretch 6-10 minutes
4. Run 2 (200's, 50 yards full speed, 150 yards 9/10's speed)
5. Conclude springing off both legs one lap, stride one lap and shower

**Wednesday**

1. Stride, run, stretching exercises
2. 3-4 starts with gun full speed 40 yards, ease up and then 10 yards at full effort again
3. Time trials
4. 2, 300's starting slowly and ending with 9/10's speed on the straightaway
Thursday

1. Loosen up with jogging (striding) walking, bicycling
2. 4-5 starts without gun, full speed 20 yards, concentrate
   on good arm action
3. 2, 330's, 110 yards at 9/10's effort, 110 yards at 3/4
   speed, 110 yards at 9/10's effort

Friday

1. 3-4 starts, driving through finish at 40 yards
2. Check the spacing for your starting blocks and starting
   line
3. Run relays 20-30 minutes and shower

Training for the Hurdles

Figure 2, page 28, shows the form for the hurdles.

Form in the low hurdles is similar to that in the high
hurdles, but forward body lean is not nearly so pronounced
in the lows. The take-off is about 7 feet from the hurdle.
Knee of the lead leg comes up first. Lead foot lifted only
high enough to clear hurdle. Hurdler strides across the
hurdle; he doesn't jump upward. There is practically no
forward dip. Trail leg is pulled through as lead leg is
snapped down fast. Knee and foot of trail leg point out,
not down. Landing with balance and on ball of foot. Hurdler
faces squarely ahead. First full sprint stride to next
hurdle. Head has remained on same level throughout clearance
(10:82).
FIGURE 2

FORM FOR THE HURDLES (3:114-115)
Correct action over the high hurdle: Lead leg goes up in a normal sprint stride then the leg is extended with the heel hip high, then is snapped down hard as it clears the hurdle. The less time in the air the better. The take-off should be marked by a definite forward lean or dip of the trunk, which precedes the straightening of the lead leg and leads to the proper snap down, as the hurdle is cleared. Both arms should be pushed forward as hurdler goes over the hurdle to help maintain balance. The trail leg is pulled up so that it is parallel to the hurdle on the clearance. Then it is quickly pulled forward into a high knee position for the sprint step after landing. Remember, speed must be maintained on the ground between hurdles. The more time spent on the ground running the better the chances of getting to the finish line first.

Low hurdles: 9-10 steps are needed to the first hurdle and 7 steps between the hurdles. The C division can take 9 steps between hurdles.

Monday
1. Practice starts with sprinters - concentrating on speed to first hurdle. Use 2 hurdles
2. Run 3-4 times with full 5 flights of hurdles
3. End practice with 2 220's

Tuesday
1. Practice starts with gun, concentrate on speed and low clearance over the hurdles. Run 8-10 times
2. 5-6 times with full 5 flights of hurdles
3. Run 2 220's
Wednesday
1. Warm-up just as for a meet
2. Run time trials over regulation flight of hurdles (5 times)
3. Run 2 220's and go in

Thursday
1. Run 6-8 times over three hurdles concentrating on good hurdling techniques
2. Work on hurdle relays
3. Stride and easy lap and go in

Friday
1. Go through your warm-up routine and go in
   Gradually increase the amount of starts and times running the hurdles as the season progresses. If you are having trouble getting 7-9 steps between the hurdles, move them up a foot or two and then as it becomes easier, move them back to the regulation distance.

Training for the Shot Put

Figure 3, located on page 31, shows the proper form used for the shot put. (A) Putter has dropped down from initial stance until chest almost touches right knee. Right foot points away from toeboard. (B) Body is pulled across the circle by a vigorous push with the right leg and an extension of the left. (C) Right leg drive moves trunk upward as left foot is planted against toeboard. (D-E) Hips pivot toward toeboard as right leg drive continues. Weight shifts to locked left leg. Only now does the arm thrust the
FIGURE 3

FORM FOR THE SHOT PUT (10:142)
shot from under the jaw. (F-G) Follow-through with fully extended arm. The feet reverse after shot has been released. Putter completes reverse, landing with right foot against toeboard while watching flight of shot (10:142).

Monday
1. Pump 6-10 throws trying to gradually increase the distance
2. 5-6 throws using whole sequence and concentrating on good form (teammates can help correct faults)
3. 2 220's at 2/3 effort
4. Go to weightroom

Tuesday
1. Pump 6-10 gradually increasing power
2. 5-7 throwing at full effort using complete move; emphasize correct form
3. 4 throws giving it everything you have. Measure each throw and analyze good and poor parts of attempt
4. 2 220's, 2/3 speed - finish last 20 full speed

Wednesday
1. Pump 4-6 emphasis speed and snap
2. 4-6 throws with complete form, gradually adding power
3. Brush circle and check to see if the proper foot shift is being applied
4. Throw 6 times for distance, measure
5. Jog 220 and go to weightroom

Thursday
1. 5-6 pumps
2. 5-6 throws aiming toward perfection of technique, not distance
3. Work in the broad jump and high jump areas
4. Jog a 220 and go in

Friday
1. Warm-ups
2. Jog straightaways, sprint ends for 2 laps and go in
Training for the Pole Vault

Form for the pole vault is illustrated in Figure 4. Proper form in the pole vault: Vaulter plants pole on next to the last step by pushing it out in front of him and through the left hand. Hands are together and above head; arms are flexed at take-off. Vaulter is directly under the pole. The swing-up can be accomplished properly when the knees are in a tucked position which could occur between positions in diagrams C and D, as shown in Figure 4. Pull has not yet begun. The pull-up is done as the feet shoot straight upward, ideally. Pull-up blends with the push-up, with legs in fine vertical position as turn is almost completed. Vaulter shows full arm extension, clearing with arched form a height well above the grip. Left hand has been released; right hand is about to flip back pole. As vaulter clears bar, hands are raised so as to avoid dislodging the bar and executes a backward roll as he lands to reduce the shock on the legs of falling from great heights (10:106-107).

Getting your steps: On the track brush a runway area of approximately 100 feet. Start running with the pole until you reach about 9/10's speed (when strides are even). When even strides are apparent, measure point at which your left foot strikes from your starting point. This should fall somewhere in this 100 foot runway. This should give you
FIGURE 4
FORM FOR THE POLE VAULT (3:366-367)
your step. Next put a checkmark 6-8 strides (where the left foot strikes the runway) and this will be your final checkmark on the runway. When you transfer these measurements to the actual vaulting runway, start by placing the pole in the box while gripping the pole at your accustomed height and measure from that point and put in your marks.

Monday

1. Run 6-7 times to make checkmark adjustments
2. 4-6 vaults (6 inches or a foot) below top height emphasizing swing
3. Practice push-up and pole throw without a crossbar
4. 3, 40 yard sprints, 1 220 striding

Tuesday

1. Work with sprinters 6-7 starts to 35 yards at 9/10's speed
2. Run through 4-6 times for checkmark adjustments
3. 2 250's, striding to straightaway and then sprinting
4. Go to the weightroom

Wednesday

1. Check marks
2. Vault 10-15 times for height
3. 2 100's full speed

Thursday

1. 3-5 starts with a gun to 50 yards, full speed
2. 6-8 vaults from form, 2 vaults beyond best height (good form)
3. Go to the weightroom

Friday

1. 5-10 minutes gymnastics stunts—walk on hands, pull-ups, forward rolls, and standing high jumps
2. 1 330 at 2/3's effort

Midseason

The number of vaults should gradually be increased. Pull-ups before and after practice each night—as many as can do
Training for the High Jump

Figure 5, page 37, shows the form for the high jump. The straddle form: As the jumper reaches the point of takeoff he leans back as he bunches for the takeoff which makes possible the important vertical takeoff. It should be emphasized that the jumper should glide into his jump keeping his center of gravity low and thus bunching himself for the takeoff. Some boys have a tendency to make a short hop before the jump; this must be avoided. The left foot stays on the ground until the right has been kicked shoulder-high. The lead leg remains straight as it is driven upward. When the foot is above the bar, the layout begins. Left leg is flexed for the snap. Body lays out horizontally. Dropping the head, rolling the body slightly to the right and turning the left foot out facilitates clearing the trail leg. Trail leg is snapped straight after the rest of the body has cleared, landing on right hand and foot (10:124).

The illustrations in Figure 5 demonstrate the proper takeoff. In particular it is to be noted that as the jumper prepares to jump, he leans his body weight well back and lands on his left heel. HE HAS NOT succumbed to the greatest fault in the straddle style: the tendency to dive at the bar, to lean in to the left, to make a ball--toe placement at the takeoff and to anticipate the lay-out before leaving the ground (3:334).
FIGURE 5

FORM FOR THE HIGH JUMP (3:334-335)
The approach: The takeoff should be determined by standing in front of the bar at a 45° angle just far enough away so that the right leg will just miss the bar. Go back 25 feet or so and approach the pit at about 2/3 speed, trying to hit the takeoff mark, run through the pit, make adjustments so you consistently can hit the takeoff mark then measure out to the spot that your left foot hits and measure. It should be approximately 25-28 feet (4 strides). This will be your first check mark; when you strike this mark you should be going about 1/3 speed and you should hit it with your left foot.

The training schedule for the high jump is as follows: Once the beginning jumper has determined his style of jumping and his approach he should naturally work on his technique. He should begin with 12-15 jumps and increase the number to 25 by mid-season and then gradually taper off toward the end of the season. When jumping, begin with area below your best heighth and go up 2 inches at a time only after clearing each height at least twice. During practice, concentrate on proper technique and don't worry about height until the meets.
Training for the Broad Jump

Figure 6, page 40, shows the form for the broad jump. Drawing A shows the proper method of takeoff for the broad jump. Note the arm and leg action going up in the air to attain the greatest height possible. The biggest problem of broad jumpers is to achieve good height. In every instance of championship broad jumpers, they achieved heights from 4 1/2 to 5 feet in the air during their jump. This is the reasons that we want you to work jumping a hurdle to get in the habit of going up in the air as high as possible during the jump. Drawing B illustrates the proper foot and leg movement. It should be a heel-toe action with the trail leg driven vigorously up. It should be emphasized that the approach should be smooth keeping the center of gravity low and the last step should be shortened to gather for the jump.

To determine proper steps, start at the board and begin running down the runway. When you have reached near top speed, check runway for the spot at which the takeoff foot touched and subtract 6-8 inches; follow on up the runway and find another mark you made approximately 20 feet farther and this will be your second mark.
FIGURE 6
FORM FOR THE BROAD JUMP (3:393-394)
Monday
1. Run through approach 6-7 times for checkmark adjustments
2. 4-5 jumps from standing position
3. 4-6 jumps running from 30 yards over a hurdle—stress height

Tuesday
1. Work with sprinters in other events

Wednesday
1. Adjust marks
2. If marks are correct, take 6 jumps, emphasis upon approach
3. 4-6 jumps over a hurdle from 30 yards
4. 2 180's at 9/10's speed to end practice

Thursday
1. 3-5 trials on approach without jumping
2. Work with sprinters 3-4 starts with gun going full speed 50 yards

Friday
1. Work with relays
2. Stride a lap and go in

Individual and Team Record Chart
Following is an example of an individual and team record chart which is maintained to show achievement throughout the season:

<table>
<thead>
<tr>
<th>DATE</th>
<th>YOUR EVENTS</th>
<th>PLACE</th>
<th>TIME OR DISTANCE</th>
<th>TEAM TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>APRIL 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APRIL 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APRIL 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Effectiveness of Program

This chapter presented the basic skills and daily workout schedule for the entire season for each event of the junior high track and field program.

The effectiveness of any interscholastic program at the junior high school level depends upon the enthusiasm of the coach as well as the philosophy and enthusiasm of the community and administration.

This program provides a foundation upon which coaches may base their programs. This does not imply that a coach should not incorporate his own ideas and findings wherever applicable.
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

Coaches entering the field of interscholastic track at the junior high school level often find themselves without guidelines or reference material with which to instigate and maintain an adequate program of training. Chapter I presented the purpose of the study as being a proposed program of interscholastic track suitable for use at the junior high school level. The chapter also listed the importance of such a program and suggested that such a training program would prove valuable to coaches and administrators.

Chapter II presented the opinions of educational and athletic authorities in regards to the worth of an interscholastic athletic program at the junior high school level. It was found that while some research has arrived at no significant negative factors involved in participation in such a program, other research has indicated that such participation has proven to be beneficial from physiological standpoints.

The suggestions of authorities were also given as to what constitutes a well organized interscholastic program in track. These opinions were used in conjunction with the
thesis of junior high school track, although many authors were including the senior high school level in their reflections.

The basic skills and daily workout schedule for the entire season for each event of the junior high track and field program was presented in Chapter III. This program was devised after many months of research and actual trial and error experiences of the author while coaching track. While this program provides a foundation upon which coaches may base their own school track programs, it was pointed out that the effectiveness of any interscholastic program depends upon the enthusiasm of the coach as well as the philosophy and enthusiasm of the community and administration.

II. RECOMMENDATIONS

The purpose of this study was to present a training program which could be used by a junior high school interscholastic track coach. Regardless of the evidence for or against such a program, today's junior high schools do have interscholastic athletic programs existing. It behooves anyone in a position of coaching such a program to be well organized and informed in his field. Track coaching is an amplified version of this very problem; the coach must be informed in several areas and events he may never have performed himself.
There is no substitute for reading all of the available material concerning new methods and techniques for various events, but there are almost as many successful techniques as there are coaches, so it becomes a problem of which method and how much for a junior high school boy.

In the program this writer proposed, no cure-all for problems or perfect technique for any particular event was advocated. There training schedules for individual events are a composite of books, articles, and personal advice of coaches and the writer's own experiences.

The success of such a program can be measured in the enthusiasm, number and improvement of the participants themselves. This program will hopefully aid the beginning or novice coach in administering a track program and as he gains experience, will make improvements and modifications to suit himself. It does provide a starting place upon which he can build his track program. Experienced coaches may be interested in adapting some of the proposed procedures to their existing programs.

In junior high school, where there are divisions and large numbers of boys, the coach must teach the fundamental skills to students who have had no previous experience. This necessitates the need for an extremely well-organized program. The coach often must work with these boys without additional coaching help so it is important that the coach
encourage and utilize available boys who are experienced and knowledgable in their respective events. There will be opportunities for these boys to serve as squad leaders for others not experienced.

It is recommended that further studies be undertaken to answer the question: "How does any particular training method outlined in this paper compare with other junior high school coaching methods and how might the results of such programs be scientifically analyzed?" Such a study could be taken on a district or even state level.

It is recommended that a statewide study be undertaken, sponsored by the state office of public instruction, with the express purpose being to establish regulatory guidelines and programs for the junior high school interscholastic area.

It is further recommended that colleges and universities establish courses of study specifically for the administration and teaching of junior high school level track coaches.

Interscholastic track programs are recommended at all junior high school levels. Competent and enthusiastic coaches are the prime prerequisite. The track coach must first be an educator who understands the place of his sport in proper perspective of the educational realm. He must know the many details of track and field events and
understand and devise methodology for the best teaching. Most important, he must know how to sell his product to his own school and community. This can be accomplished by preparation and a well organized program based upon sound objectives.


