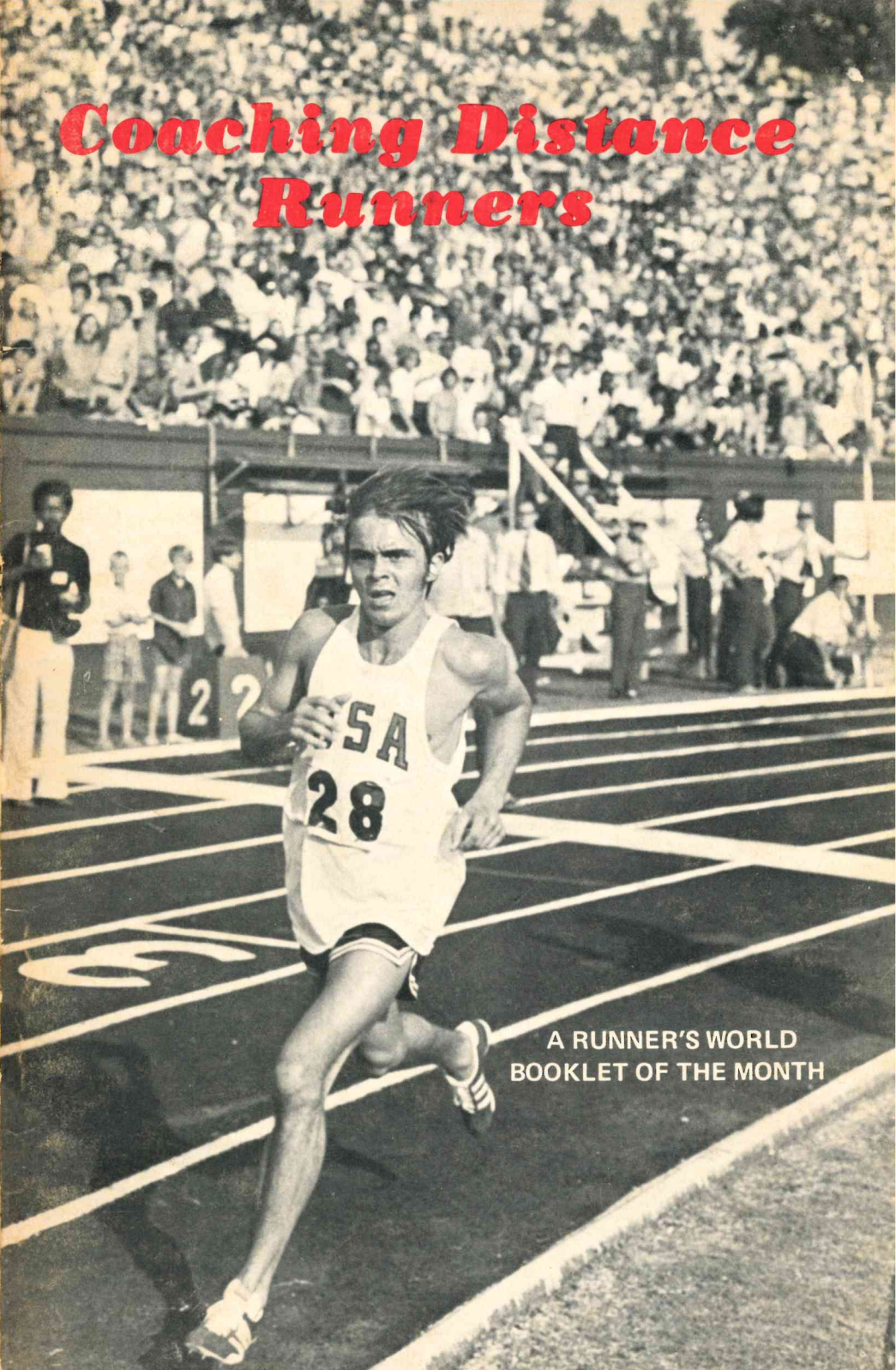


Coaching Distance Runners



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COVER PHOTO: Behind nearly every good distance man stands a capable coach. Steve Prefontaine is no exception. He's a member of the famed Bill Bowerman school of runners. (Steve Murdock photo)

FOREWORD

Coaches are victims of stereotyping. Say “coach” and the first image that pops to mind is of a sweat-shirted, whistle-blowing, clipboard-carrying, watch-reading, order-shouting taskmaster. Not unlike a military officer or sergeant—at least that’s how he is popularly (not so popularly with him) pictured.

We tend to picture the coach in his limited and formal role. The man hired—generally by a school of some sort—to plan and oversee the school’s program. This is his technical function, just as a military officer’s technical function is to ready his troops for combat.

The coach, however, is considerably more than a technician. He’s blessed with a dizzying number and variety of functions and roles. Besides being a training/racing planner, the coach may be a friend, a substitute father, a doctor, a public relations man, a disciplinarian, an amateur psychologist, and above all teacher and student—both of the sport and of human nature.

Coaching distance runners, obviously, isn’t as simple as jotting down workouts and meet lineups on a sheet of paper, tacking them on the bulletin board, and sitting on the sidelines punching a stopwatch as the orders are carried out. His job is much more subtle and demanding than that. Technical duties, in fact, may be the least of a coach’s worries. Juggling numbers is relatively simple; dealing with real-life runners—many of whom have their own ideas about what they should and shouldn’t be doing—isn’t so simple.

This booklet, then, deals not with training techniques but with the art of coaching—of guiding runners in a direction that makes their running both successful and satisfying. We aren’t laying down guidelines on how long runs should be, or how long runners should wear their hair. The best we can do is describe general concepts. As an art, the details of coaching must remain an individual matter—involving the individuals coaching and those being coached.

Keep that last statement in mind. Though this is a *coaching* booklet, coaching is a two-way street. The athlete *being coached* is as important a part of the picture as his coach; they are equal partners, or at least we treat them that way here. Neither is fully responsible for successes; neither is blameless when problems arise. This booklet is intended to inform runners about their coaches as well as coaches about runners.

Everyone who runs is intimately involved with coaches and coaching. Occupational coaches fill jobs in most American high schools and colleges and launch most US runners on their careers. But the professional coach is a peculiarly American phenomenon. No other country has them on this scale.

We’re considering coaching in a broader context. The voluntary club coach—the dominant force outside the US—is just as much a part of the coach concept. And so is the most informal advice-giver, helper, or motivator.

So in other words, everyone who runs is concerned with the quality of coaching because everyone is coached or *is* a coach—even if he’s only involved with one runner. Himself.

KIND WORDS FOR COACHES

An open letter to the distance coaches of America.

Dear Coaches:

I'm tired of name-calling, and I'll admit that I've called my share of names. But probably no more than you've called me in return. So let's call ourselves even and be friends while we talk about this matter of mud-slinging.

It has reached a low, low state when we hear names like "neo-Fascist pig" and "latent homosexual" being tossed indiscriminately at you. "Bait-the-coach" and "blame-the-coach" are favorite distance runner games. They've probably been practiced since the first Caveman runner began advising other Caveman runners on how best to escape the sabretooth tiger.

Since I'm a runner, my sympathies in such games have usually been with other runners. But as the name-calling has passed the game stage, my sympathies are turning to you. The clincher was a recent statement by an embittered track rebel. He said:

"Athletes are melting down their trophies into bullets for the revolution. In order to support the revolution, any athlete must be prepared to kill his coach. No rational athlete should be happy with the way he is treated. Our policy is to end the abuses and cultural prostitution of sport by any means necessary."

This isn't civil war that he's talking about. This is a sport, a game; you know, diversion and enjoyment. "Kill" is a mighty strong word in the context of a coach-athlete relationship. The words "kill the coach" jarred me. Wouldn't "leave the coach" be severe enough action? Apparently not.

Maybe these are the words of an isolated crank; I'd like to think maybe he's merely a put-on artist. But just the fact that one athlete would stand up and shout the word "kill" indicates that the coach-athlete split is real and deep and needs healing.

Athletes and coaches share equally the healing role. Coaches, of course, must understand that runner gripes don't pop up out of the blue; coach-related frustrations and conflicts can eat away at runners to the point that they destroy running effectiveness. Coaches can be causes as well as cures. You know this.

But there's another side of the conflict. The runner must remember that he contributes to his own problems when he doesn't understand his coach and the problems *he* faces. Few runners do.

So I'm here this time to praise the coach, not to bury him; realizing full well that you're not without fault, but realizing at the same time that the sport and the individuals who run it would be immeasurably worse off if you weren't here trying.

- The coach—the man who gets the blame if races go badly, while the runner gets the credit when the race goes well.
- The coach—the man who asks much of his runners, but perhaps has runners ask even more of him; some expect him to be a man without ego, without feelings, with absolute knowledge and perfect judgment in all situations.
- The coach—the man who has to answer to a dozen competing interests and see to the needs of dozens of runners, while the runner only has to care for himself.

● The coach—the man who faces the same racetime pressures as the runners, yet has no control over the way they run and doesn't have the same tension outlet.

● The coach—the man who gives up countless hours with his wife and kids, then gets static when he asks a runner to sacrifice.

No, the notable trait of you distance coaches isn't heavy-handed tyranny. The amazing thing about you is that the trials you weather are so many and the conflicts you cause are so few. Even while we runners keep baiting and blaming you for miscalculations (often our own), deep down we're thanking you for sticking by us.

Best wishes,

Joe Henderson

THE COACH-ATHLETE TEAM

Distance runners aren't football players. Or basketball or baseball players either, for that matter. Distance runners, of course, look different, being built on smaller and skinnier lines than team jocks. They also think differently, in the independent, introspective manner that suits their activity. And most of all they play differently, apart rather than together.

When applied to distance runners, the concept of "team" is little more than an abstraction. Uniforms and scores loosely tie the runner to his school or club, but that fact can't change the basic thrust of the sport—lone runner vs. lone runner, and runner vs. himself.

A football player can't play without his team surrounding him. And a football team can't bring order out of chaos without a coach in charge. Runners, though, can run as they please without either a team or a coach. This isn't to say they'll do their *best* running without team support and coaching counsel. But they can run.

The point is, the distance runner—by his nature and the nature of his sport—is different than the team-sport man. He requires a different kind of coaching. Coaching these independent guys can become one heck of a headache if a football set of values is forced into their unwilling heads.

Football's values and running's values conflict. Football demands the surrendering of individuality for the good of a smoothly functioning team unit. A football coach can't have his centers, backs and ends all planning their own plays and executing them on their own. However, the runner *does* run on his own. His maximum individual development is the number one concern, and the coach's main job is to nourish this carefully.

The really meaningful "team" in the individual runner's life is not the group of athletes who wear the same colored shirt he does (though they offer certain social and motivational boosts). The key team is the one composed of the runner and his coach. This relationship, more than any other, establishes how the runner views his sport, and how far he goes in it.

In their book *Problem Athletes and How to Handle Them*, Drs. Bruce Ogilvie and Thomas Tutko wrote: "The social interaction of the coach and

athlete should lead to the enrichment of both their lives. Success should be gained in terms of the athlete's realization of his true potential and the realization of the coach's personal need for achievement. By the coach's need to achieve, we mean the coach's personal pride in having successfully handled his athletes."

A strong and productive coach-athlete relationship, they suggest, relies on *both* the coach and the athlete understanding realistically the needs and roles of the other. The athlete, for his part, has an understandable desire for both personal success and freedom. The coach desires realistic quantities of achievement through his runners and control of them.

"We tend to reject the blanket assumption of the altruistic concept that 'builder of men' is the role of the physical educator," say Ogilvie and Tutko. "Our view suggests that there must be a wholesome selfish interest on the part of the coach and that he is willing to admit to himself that his ego needs are being satisfied."

If the coach-athlete relationship is going to last and thrive to the satisfaction of both parties, each has to give a little. As with members of any team, they must strike a mutually acceptable balance among selfish interests—a balance based on mutual understanding and trust. At best it's a delicate balance.

This isn't, as we've said, a training booklet. It isn't intended to tell coaches how to train runners. This is an examination of coaching, and what makes some coaches better at it than others. In later chapters, there will be discussions of specific coaches and what makes them so special. Their approaches vary to the extreme, but they share one common trait. A solid faith in themselves and their methods, which is in turn passed on to their runners.

When writing about Arthur Lydiard, the dynamic coach from New Zealand, running observer A. M. La Sorsa commented, "He reveals almost classically the *sine qua non* of nearly all such individuals (or 'prime movers,' as they are sometimes called)—an unswerving, unquestioned, indomitable faith in himself and belief that he is right. It is also the secret of their success because this profound faith is transmitted to and acquired by their followers. In Biblical terms, this kind of absolute faith, once incorporated in a person's life, can move mountains.

"In the case of a coach, as long as he and his athletes have this absolute faith in their method of training, the actual method is of little real significance. Hence, the observable: coaches with widely differing approaches to training have all produced champions. Scientifically, we have barely scratched the surface in our understanding of the physiology of conditioning, and witchcraft (or whatever you want to call it) continues to play a very prominent role. The Witchcraft Factor is extremely high with Mr. Lydiard and all those of his genre (e.g., Vince Lombardi), and is the key difference often between average success and greatness."

It should be added here that the coach must also acquire faith in the runner. The hold a coach has over a runner is never more than tentative. And as the runner gains knowledge and experience, the coach's grip can naturally be expected to slip. As it slips, the coach's faith in the runners and what he has taught is tested.

Distance runners are perhaps the most committed, self-motivated individuals found in sport. They have to be to voluntarily cover the distances they do. In coaching, it would be wise to take these personality traits into account.

A coach may not be seeing much of his distance runners. Typically, they don't lean heavily on their coaches for counsel. They disappear into the countryside on their daily treks.

Recognizing the basic nature of the coach-distance runner relationship goes a long way towards solving any problems that might come up between the two. Coaches are recognizing it. They're seeing that strong independent streaks in distance men aren't to be feared or resisted, but guided and nurtured instead.

The British Commonwealth coaches are ahead of the Americans in this attitude. Largely this is because the English, Australian and New Zealanders generally aren't paid for their work, and don't have the same "pressure to produce" that hangs over the US school coach. On the other hand, the Commonwealth athletes aren't tied to their coaches, as rigidly as are many Americans. In Commonwealth countries, both athletes and coaches can move about and experiment a bit more freely.

Mick Hamlin, a Briton who lived for more than a year in the US, has written, "Thankfully, a lot of US coaches are catching on, and thankfully a lot of runners are managing to exist without being babied by 'coach.' Thankfully, not so many runners nowadays think that the coach makes the sun rise and set."

All things considered, this is a healthy, mature view of the sport, wherein coach and athlete view each other less as master and servant and more as teacher and student. . . or parent and child. The latter attitude is taken by Lionel Pugh, a British subject who now serves as a Canadian national coach. He says, "I believe a coach's role, like a parent's, should be to kick the fledgling out of the nest as soon as possible. A coach should never be a crutch."

Once an athlete learns distance running and accepts the commitment it demands, he no longer has to be driven. Only guided and encouraged. Not every runner needs a mimeographed schedule handed to him every Monday, to be followed to the letter (or number). Every runner—regardless of his stage of development—needs an advisor and a friend to get him past the rough spots. There'll always be a crying need for this kind of coach.

But Arthur Lydiard suggests that the "driver" type of coach is disappearing from the scene. "The days of the sarcastic type of coach who spurs his pupils on with sneers and jibes, designed to whip him to greater effort, are gone," Lydiard says. "It is the wrong kind of mental stimulus in the modern world. Practical psychology gets the results twice as easily and usually much more effectively. The results are also generally more lasting. From the beginning, when you start getting a boy fit and set him to training assiduously, let him know when you consider he has done well. Give him full credit for what he puts into his work, and he will respond by putting more in. A pat on the back these days works much better than a kick in the pants."

Naturally, every coach must pick up the tools of his occupation. He has to know theory and know how to apply it. But this is the mechanics of coaching. All coaches have free access to these tools. But like running itself, coaching runners depends on how artistically and humanely the coach uses his technical tools.

When Arthur Lydiard is asked about the "secret" of his distance coaching methods, he doesn't immediately launch into talk about 100-mile weeks, hill training and sharpening. He gives other coaches a simple piece of advice:

"Know your job and make sure your athlete *knows* you know it, and you have established a mutual understanding that is worth more than a bookful of high-flown technical theory."

COACHES AND COACHING

"Being in politics is like being a coach. You have to be smart enough to know the game, and dumb enough to think it's important."

—Eugene McCarthy

The onetime senator, onetime presidential candidate and sometime poet made this statement in jest. He felt politics were important enough to invest most of his life in the "game," and at the same time he greatly admires coaches who do the same. But in his weaker and more philosophical moments he often wonders why he and they do it. The basic conclusion is that they think it's important, and they leave it to others to decide whether their commitment is "dumb."

McCarthy's analogy is a good one. Coaches are a lot like politicians. Coaches work with a considerably smaller constituency, but their effectiveness also rests with their powers to persuade; their decisions affect the lives (athletic lives, anyway) of those who put their trust in them. The coach, like the politician, has to know his job—and the people he's working for and with.

The best coaches, like the most effective political figures, are the ones who not only display technical skill but add to it large doses of persuasive power. Who then are the best distance running coaches? In the chapters to come, we'll see nearly a dozen of the best. But there isn't any one "best" coach, and there isn't a specific trait or method that leads to success. That's because coaching distance runners isn't a single activity and coaches aren't a monolithic group.

When we talk about coaching distance runners, we're talking in a wide world that covers world record holders and eight-year-old girls, and every variation in between. The approaches naturally must be adjusted to the age, experience and aims of the runner. The booklet looks at coaches in seven distinct categories: the international "masters," the US college coach, high school coaches, club, girls and age-group coaches, and that ill-defined yet important group we'll call "informal coaches."

Among individual coaches, as you'll see, there's all the variety in personalities and methods that is found among runners. All their methods work to a large degree, we suspect, because of the force of their personalities.

On the international level, for instance, Mihaly Igloi's runners do mostly interval training on the track. Igloi takes complete charge of their preparations. Igloi runners have set all sorts of world records. On the other hand, when Arthur Lydiard was coaching, his runners generally stayed away from the track and intervals. Lydiard served in more or less an advisory capacity, not seeing his athletes daily. Lydiard runners set world records, too. Different methods; same results. The factor that links Igloi and Lydiard is their strong personalities.

We'll get on now to specifics about coaches and coaching, staying with the basic idea of this booklet—that coaching is a dual relationship. Not only will coaches look at their job of coaching runners, but runners will look at the men coaching them.

MASTERS OF THE WORLD

The international arena. That's glory-land. When a coach leads a runner to these heights—to a world record or an Olympic championship—both athlete and coach are assured of considerable attention. At this level, more so than any other, the runners often "make a name" for their coaches; the coaches don't just develop the runners. Success at the international level puts coaching and training methods in the public eye. Widespread copying is inevitable.

Three coaches have been particularly successful—and widely copied—over the last two decades. Mihaly Igloi, Percy Cerutti and Arthur Lydiard. Their approaches differ sharply. But they're alike in a lot of ways: their backgrounds as good to excellent distance runners, their keen and innovative minds, their dynamic personalities, and their luck in finding the right runners.

IGLOI, THE FATHER ————— BY PETER MUNDLE —————

Coaches reflect their environment. Men like Arthur Lydiard and Percy Cerutti display the free-swinging style of the Australia-New Zealand "frontier." Much of their training is in the open country. Mihaly Igloi, on the other hand, is a product of eastern European upbringing. As a coach, he employs a highly regimented, no-nonsense style of interval training. His style worked amazingly well in the 1950s, when for a brief period before the Hungarian uprising of 1956 his runners were the best in the world.

Igloi left his homeland for the 1956 Olympics and never returned. He settled in the US, and attempted to establish the Igloi system there. Working under almost opposite circumstances from the ones he had in Hungary, Igloi still enjoyed notable success. Bob Schul, Jim Beatty, Jim Grelle and others all trained under him.

Two of his pupils view Igloi from different angles. Peter Mundle turned out to be one of the coach's most loyal followers. Pete stuck with Igloi right up to the time the coach left for Greece in 1970. And then Mundle took over coaching Igloi's Santa Monica club—retaining Igloi principles. Mundle has perhaps more understanding of the man and the method than any other American.

Orville Atkins, on the other hand, is a member of a rather large group—the Igloi dropouts. Orville gave this training a fair test before deciding it wasn't for him. He looks at the experience in retrospect.

My comments on Mihaly Igloi could fill volumes, and a brief summary of ideas about him can't do justice to his many-faceted character. I find it very difficult to describe this man briefly and still give a complete picture of him.

Since Igloi spent much of his life under a military regime, and since his coaching career was formed in this environment, his coaching methods and discipline reflect this background. It was difficult for him to adapt to a free society, and equally difficult for those brought up in a free society to adapt to him. Igloi did adapt to our society (he eventually obtained US citizenship, something he was very proud of), and some runners did adapt to him. Out of this molding of life styles came a special coach-athlete relationship.

Igloi maintains the discipline needed to get the best from each runner.

He takes a "father-image" role, and is always most willing to discuss an athlete's personal problems—and offer advice if asked for it. Like a father, he takes great pride in his runners and treats each athlete sternly or with compassion, depending on the situation. Thus, the coach-athlete relationship develops into a close, personal and warm one. His mere presence seems to summon forth a runner's desire to do his best for him, either in a workout or a race. A runner who performs well is rewarded by a beaming, jubilant, very enthusiastic Igloi—a reward that each runner cherishes and strives for.

Igloi isn't at all the "machine" some people have made him out to be. He has a subtle sense of humor. His clever, witty remarks, which often come unexpectedly, enliven the atmosphere around the track. His ability to lift people from the doldrums with his wit (an ability he no doubt picked up while in prison camps, where he had to make the best of bad situations) has endeared many people to him.

He also is deeply sensitive and easily hurt. He has been grossly misunderstood in the past due to language difficulties. It hurt him deeply during his years in the US when people unfairly criticized him and he could not adequately defend himself.

In matters of racing and training, Igloi possesses a photographic memory which enables him to remember every workout he has ever given. This asset, plus his knowledge of physiology, is used to good advantage when he gives similar workouts to comparable runners of past and present. This inevitably leads to improved methods. He has stated that using his present system of training, he could have brought his great Hungarian athletes (Tabori, Iharos, Rozsavolgyi, etc.) to world class status in six months instead of the two years it took him then.

Anyone who has trained under Igloi has come out with valuable lessons and is better able to cope with the obstacles of life. Speaking for myself, I feel very fortunate that I had the opportunity to train under him.

BY ORVILLE ATKINS

Five years after I left coach Mike Igloi, I look back and see a strong willed, stubborn man who in the area of training distance runners has been somewhat of a genius. A genius? In many ways, definitely! No coach has had so many great runners over such a long period of time. His ability to predict the times his athletes will run is uncanny. The tremendous workouts he can put his athletes through day after day are incomprehensible. One's legs and body are completely fatigued and yet the correct combination of work is meted out so that, as long as one wills to, he could complete it. Injuries are not plentiful considering the quality of work done.

What is he really like? Each person I talk to sees him differently, so my opinion is only one of hundreds. His strong ego is apparent but he also has a keen sense of humor—although not always relished by his athletes. He enjoys joking (with females in particular) and always savors making a few quips to a vivacious, pretty waitress. His athletes usually do not understand him, nor he them. When an athlete has a physical complaint or is exhausted, coach's favorite comment is "I feel nothing." On occasions he comments, "Is alright. You will rest in graveyard many years." The comment "Enjoy!" is often used by him during workouts.

Much of the bitterness that many of Igloi's athletes retain after they have

left his tutelage is natural. But how many of them realize that a lot of the resentment fostered may be due to their own disappointment? Maybe in many cases their disappointment resulted from goals that were set too high and the natural reason for the "failure" is the coach. Granted, some of the problems due to lack of communications and understanding.

Therein lies the crux of Igloi's position as a coach in the US. Igloi's European background, which he has been unable to outgrow, taught him that the coach, professor and teacher (he considers himself all of these) is complete boss and should not be questioned. Americans must know what, when, why and how. Thus a conflict of direction. Mike continuously states that one must have high goals, but he seldom discusses them with his athletes. The result—coach and athlete have different goals and no meeting of the minds.

What I wanted and felt was important probably never crossed the coach's mind. Understanding of systems and workouts comes only from discussions. Bitterness comes from closed mouths. I know of an international-class athlete who finally learned how to run "swing tempo" (an integral part of Igloi's system) after four or five years with him. The coach commented. The athlete was amazed. He had never been told that his leg motions were incorrect. Many years were wasted. On another occasion, a world-class athlete was told that he had a problem that held him back. He was then told that he would be told what it was after the athlete retired. It is uncertain, of course, that this is really what was meant, but this is what the athlete understood and it sure didn't help his mental attitude.

Regarding many ideas, Igloi's mind is closed. There was a time when I was unable to force myself to believe that his was worthwhile training. I was fed up, so I started to go home. Coach asked where I was going. He then said, "I know real reason." I thought I did too, but he would not accept my reason nor would he tell me the "real" reason. Maybe it was due to demoralization. (He often felt that the critics and those who had lost faith in him and his system demoralized the others and intentionally led his athletes astray. I don't think this is usually intentional, but he has a point. Unless the results are satisfactory, the effort after a while could easily become overburdening and faith could easily be shaken by negative comments by others.)

Igloi's ideas have been formed from his experimentation (it never ceases) and proven by his success. It is a shame that the wealth of knowledge that he has about workouts has not been shared with the track world.

I think Mike views many of his athletes as part of his family. There were times in the year and a half I was his runner that I felt close to him. He invited me into his home. In his European way, he tried to communicate. There were other times when I hated his guts. Maybe I didn't try hard enough to understand. One must remember that under this severe training program emotions run rampant. One's frustrations and disappointments are vented on those nearby.

Bitter, ex-Igloi athletes should stop and give constructive thought to Mike and his setup. He has dedicated himself to coaching. He has received little or no material gain. An athlete is not forced to run for him. The value of his methods and training schedules is not at question here. Mike has always done his best and asks only the same from the athlete. What more could one expect? Coach Igloi gave me his time and patience only because I asked for it. I respect and thank him. I have been lucky to have worked and learned under a man who is strong willed, stubborn and a genius to boot.

CERUTTY, THE FRIEND ——— BY PERCY CERUTTY ———

Percy Cerutti's main claim to world fame is that he once advised Herb Elliott—the mile sensation of the late 1950s and the 1960 Olympic 1500-meter champion. But even though Percy has had his share of coaching success, he pooh-poohs the coach and his role. This is Cerutti's way. He's controversial, and he's unorthodox. He says that as long as coaches follow orthodox methods, records will only fall by bits and pieces. If they gave HIS methods a fair test, he says, then runners would get closer to their true potential. Beyond coaching and even beyond athletics, that's Percy's real interest—the human potential. He looks beyond the normal, the average.

Actually, there is no need for any such person as the coach if the athlete is mature, of above average intelligence, and has bothered to read books that deal with the subject. Other than that, the coach must himself be a person with wide experience in competitive distance running. He then can advise a novice as to the problems, troubles and muscular mishaps that beset all serious competitors and dedicated athletes. He also can suggest training programs.

But if the coach assumes a "God-Almighty" attitude, imagining he can lay down a rigid schedule, he's mad. How egocentric can some people be! Always it is the badge of the "little man" when he assumes such a role.

Actually, a "good coach" is a "best friend." He wins the respect and confidence of those he would coach. Not by dictations, but by example. By virtue of his own record and what he can demonstrate, not merely what he talks about. The coach is, or should be, a teacher.

So what do we find? A thousand coaches, one in a hundred to produce a champion, much less a world-record breaker. Most? Better they were never set up in business as a coach.

In justification for my views and attitudes, I will submit the following. I never had seen a mile race until I was 19 or 20 years of age. I competed in one and I won. I continued to win without coaching. My record was: 36 races, most handicaps from which I started from scratch in miles and 880s, for 10 firsts, 11 places and 15 times unplaced. After 24 years, following a breakdown in health because of the rat-race, I abandoned "business" and recommenced athletics. It took me two years to build up enough strength to run two miles without a rest. I was then 45. At the age of 47, I rejoined my athletic club. At 48, I had the ambition—it seemed fabulous to me—to be able to run 26 miles (the marathon distance). At 51 years of age, I found myself native Victorian marathon champion and record holder. I went on to set the best times run in Australia, to that time (1946) for 30 miles, 50 and 60 miles and became the fourth Australian known to cover 100 miles, or more, in 24 hours or under.

Now, at three years off 80, I will back myself to run a mile faster than any man in the world in the 70 bracket—possibly the 60s.

The point is, I've learned from my own experiences throughout my life. Besides being involved in competitive running and weightlifting, I've read hundreds of books. I've never *had* a coach, as such, and I've tried never to *be* one. I merely teach any athlete who is willing to learn. An interesting fact here is that every male athlete in Australia's history to set a world record has, at some time or another, visited my camp at Portsea and presumably learned or acquired something of value. Portsea is my "School for Athletes."

Of course, there should be a "School for Coaches" when the time is ripe. I am hopeful of setting up in Australia a private "university" where the whole matter of human physiology and psychology, together with realistic ideas as to physical strengthening—the correct techniques as to human movements could be taught. A diploma will be assured. Only then will we see any improvement in the world records for the running events. Actually, there has been none over the past four or five years, and little improvement since Elliott's day.

LYDIARD, THE EVANGELIST

Arthur Lydiard hasn't coached—you know, really worked extensively with individual athletes—since the mid-'60s. Murray Halberg, Peter Snell, et al., are a long way in the past now—as track memories go. They're retired. Their records are gone. But the Lydiard legend clings doggedly to life. That's the story of how an energetic, imaginative New Zealand shoemaker came up with a new form of training, gathered several neighborhood youngsters around him, then hurtled them and himself to international fame.

In his words, Arthur Lydiard "coaches *coaches*" now. He quit coaching years ago to take up the rugged life of a lecturer. He roams the world in search of audiences to whom he can pass his message—the Lydiard system. The life suits him. He's a non-stop mover and a non-stop talker.

Lydiard wraps his audiences around his finger the same way he used to do with individual runners. The group he was speaking to this time was a mixture of California coaches and athletes. If they weren't believers when they came to the presentation, they had the Lydiard spirit moving them when they left. The deeply-tanned little man, now 54 years old, spun out amazing tales of what his particular form of training had done. Not *could do*; he told what he *had done*.

His message doesn't translate into print. You have to see him and hear him. When you do, you can't help but be moved. The man is a superb salesman who believes so completely in his product that the same belief jumps out and grabs anyone within range of him.

This evening, Arthur talked formally for an hour. He answered questions for a second hour. He chatted informally with several dozen converts for a third hour before they'd let him go.

Lydiard no doubt has always had this sort of Pied Piper personality. He's one of those rare individuals who naturally inspire others to trust in him and follow his lead. He was this way even as a runner who restlessly experimented to find a better way of preparing himself for marathons.

Even then, other runners began following him. New Zealand, you must understand, has a voluntary coaching setup. Coaches aren't paid for their work. They carry on their normal occupation and coach on the side. Back in the 1950s, when Lydiard was working as a shoemaker and running the marathon for his country, young runners in his Auckland neighborhood gravitated to him for advice. Among them were novices named Murray Halberg and Barry Magee. Lydiard formed a club, his runners soon were setting national records, then . . . Well, you know the rest of the story.

"Everything I did for New Zealand was done for nothing," Lydiard says now. "It cost me money. Boys knocked on my door and asked me would

I train them. I trained them. I didn't care if they were the worst athletes in the community or the best. It didn't make any difference to me. But I never ever asked an athlete if I could train him. I wasn't interested in going after a good athlete and asking, could I train him. All these athletes I trained were kids who knocked on my door, who lived in the vicinity of my home."

Those kids from the neighborhood gave Lydiard the platform he needed to go traveling around the world spreading the word. He has been employed briefly as a national coach in Finland, Mexico and Venezuela. Mostly he has traveled and talked, making one-night stands like the recent one on California. He's the Billy Graham of distance running.

Wisdom pours from Lydiard in gushes of New Zealand-accented words:

- "Coaching distance runners is like assembling a jigsaw. All coaches know the different methods of training—fartlek, long steady, striding, sharpening, repetition, sprinting. They all have the parts of the puzzle, but they don't know how to put them together correctly, mainly through lack of practical knowledge of the event. Coaching is more than a science. It is an art. . ."

- "If you're an athlete and the coach says, 'Okay, go out and run 20 440s,' you say, 'Coach, why am I doing this? What physiological effects is this going to have on me?' If that coach can't tell you, then you go and get another coach, because he's only going to hurt you. It's your career. . ."

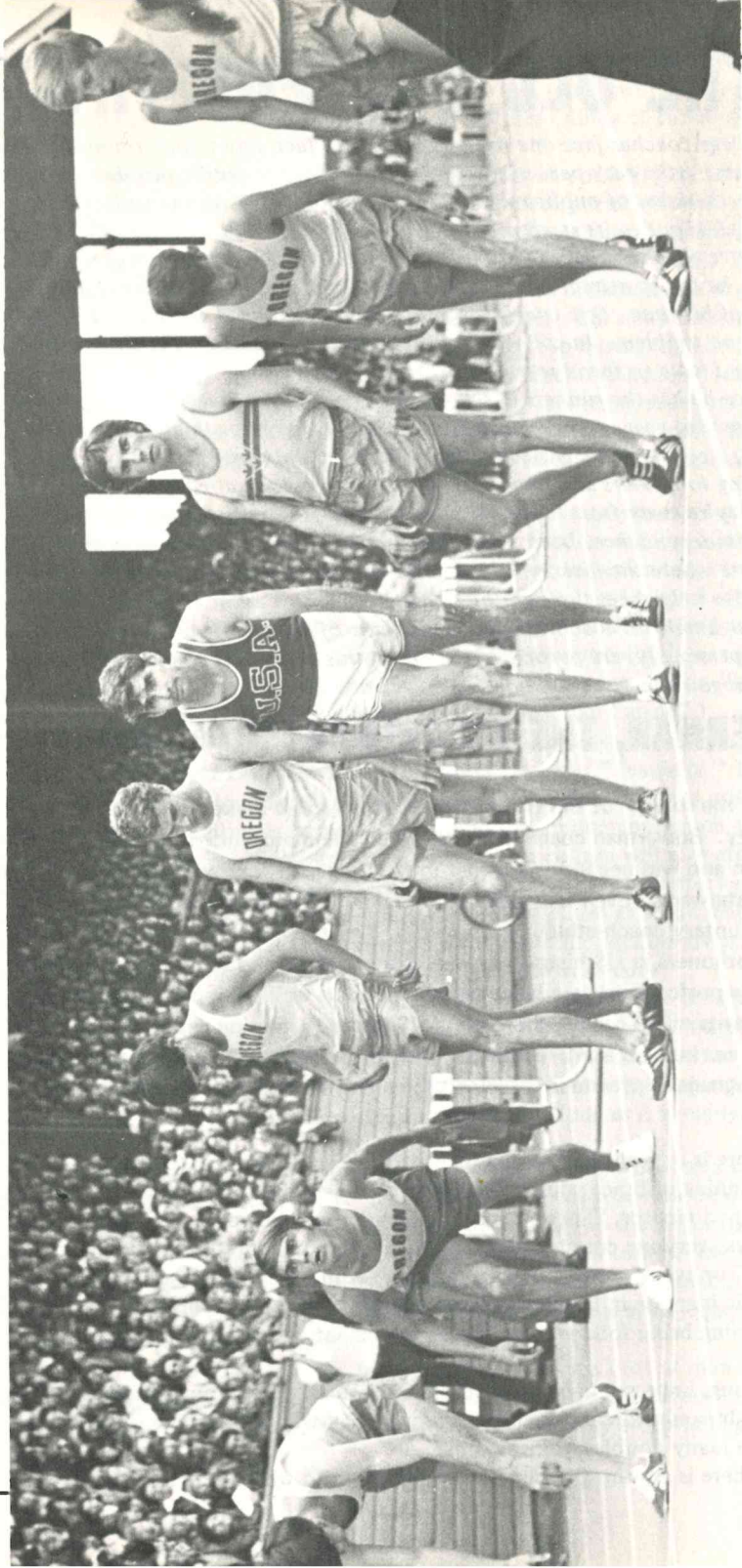
- "For long periods of my career, I have not personally controlled the workouts of my pupils but have acted more the role of an advisor. They have followed my instructions independently. Frankly, once these men have absorbed the elements of my system and gained the maturity to understand them and interpret their own reactions to them, they haven't needed my constant presence. . ."

But, again, you have to see and hear Lydiard to realize how utterly believable he is. The Mexicans found out during Arthur's brief stay there before the 1968 Olympics. He'd been hired to train the distance runners. At the same time, a New Zealand miler named Dave Sirl was in Mexico. Dave tells this story:

"While in Mexico during 1966, Arthur discovered and set on the right track most of their distance stars. He considered Juan Martinez one of his brightest prospects. I believe if Lydiard had remained in Mexico, the country would have won medals in all three distance events—5000, 10,000 and marathon.

"Arthur was all for the athlete and not concerned in politics or the money involved, and this was why he left. I always will remember the day he departed from D. F. Airport. Tears were in the eyes of all his boys as they watched his plane disappear from view. They knew what he'd done for them in just a short time. When he left, they felt there was no one to fill the vacuum."

Sirl captured the paradox of Arthur Lydiard with this story. He is an evangelist. He travels the world distributing his message to eager listeners. But as he leaves the message behind and moves on, something vital has to go with him. His powerful personal influence.



This group have two things in common. They are all good milers. And they all have good coaches. (Jim Pearson)

THE OLD COLLEGE TRY

College coaches face one heck of a task. In fact, day-to-day training management is the easy part of their job. Most coaches handle this duty well. But it's in the areas of public relations and psychology where the college coach's skill is put to its sternest test.

Above all, the college coach is a recruiter. Whether he does it overtly or subtly, he has to attract athletes to his school. This job gobbles up huge amounts of his time. One coach has said, "In high school, I could coach 120 kids with no problem. In college, I have a hard time with 19. The difference is the time I have to spend recruiting."

Once he has the runners in school, the coach has charge of keeping them there. The first year of college is a crucial time in a young athlete's career. Typically, a college team is a collection of high school stars—most of whom aren't going to be stars any longer. They come to college already set in their ways. They're away from home for the first time. They're feeling strong flashes of independence. And many are thrown for the first time into an atmosphere where the jock isn't king. The changes can be traumatic, and the coach has to help them through the transition.

Two American coaches, one on each side of the country and strikingly different personally, are particularly adept at this sort of coaching—Bill Bowerman of Oregon and Jumbo Elliott of Villanova.

BOWERMAN, THE EXPERIMENTER —BY KEN MOORE—

On the subject of Bill Bowerman, Kenny Moore makes no claims to objectivity. Bowerman coached Moore when Kenny attended the University of Oregon and was becoming another in the long green-and-yellow line of Oregon distance stalwarts. Even five years after Kenny left school, the two maintain a close, voluntary coach-athlete relationship. Moore, of course, is now one of the best marathoners in US history, as well as a top three and six-miler on the track.

As a professional free-lance writer, Moore is well equipped to comment on the merits of his coach—the leading US distance running coach. In fact, Kenny is working on a full-length book about Bowerman. But he warns that "Bill's language in private is so colorful" he may have trouble finding a publisher.

There is a great deal written, believed and acted upon in the area of training for running distance which is, in some of the milder words of Bill Bowerman, my esteemed mentor, "horse manure." (He doesn't, however, say "manure.") These days everyone counts miles, compares workout times, turns in memorable "doubles" or even "triples" in dual meets. Yet in 99% of all cases, the chances of a drastic increase in training mileage or the addition of 20 blazing quarters every evening being followed by any improvement in racing performance are nil.

Young, impressionable runners tend to ignore the warnings of their bodies. Propelled by ambition and wishful thinking, they will run too many miles, attempt too many doubles. I know I did.

If there is anything about Bowerman the man which explains his success

it is that he seems uniquely equipped for getting this across. He is a powerful personality, convinced that (1) there is an optimum amount of work for each individual, and (2) there is an optimum blend of different kinds of running for each individual.

Bill has been accused, generally by freshman runners, of being dictatorial. I used to call him "tyrant." These accusations are perfectly true. He has unshakeable convictions against overworking a runner. (There have been four-minute milers at Oregon who have not run more than 40 miles per week. There have been a couple who did 100.) But within the bounds of reasonable workouts, he is a constant tinkerer, the experimenter *par excellence*. Bill's experiments with track shoes (he is an accomplished cobbler), cloth-top hurdles and artificial running surfaces point to the restlessness of his mind. Each fall he conducts an experiment with new blends of distance training, using freshmen, redshirts, Oregon Track Club runners and even varsity if he thinks he is onto something. The 14- and 21-day training cycles (as opposed to one-week at-a-time schedules) originated this way.

Of course these experiments do not always turn out to everyone's satisfaction. One summer before the days of Gatorade he tried to develop a liquid which would replenish salts lost in sweat and give the runner an energy boost as well. He sent me six miles through the hills on a hot day and when I returned to the practice track he instructed me to gulp down a pint of a fluid he had mixed, then run another six miles. I couldn't do it. Theoretically, it was a beneficial blend of lemonade, tea, salt and honey. "But," Bill now admits, "it did taste like sheep's urine." (He uses a more colorful word than "urine".)

It is possible to divide college coaches into two factions according to their motivations. You might call them the "Recruiters" and the "Teachers." I do not propose to discuss Recruiters here, except to say Bill Bowerman is not one. Bill has said that "recruiting is immoral," meaning that enticements such as full-rides, soft, high-paying jobs, "group plans" (in which a college will give athletic "scholarships" to some of the teammates of the superstar they are after) and "football ticket privileges" (it has been reported that athletes at some major universities can make as much as \$3000 a season by reselling tickets given to them by the athletic department) distort the role of the university.

Bill is a teacher. He offers classes in the P.E. department. He tells incoming freshmen that after four years at Oregon they will know everything he does about their event. An Oregon runner is conscious of his concern for one's development not only for the Pacific-8 meet or the NCAA this year, but throughout his running career, which is expected to continue as long as it is enjoyable to run.

Bill has very little sense of "greatness" in athletes. Everyone has a body, he reasons, so everyone is an athlete. The first thing he did when the new all-weather track was put in at the university was run a notice in the paper that Eugene's joggers were welcome to use it. It was a great relief to him that he no longer had to protect the inside lane of the old cinder track from "unauthorized" (non-varsity) use. Bill clearly enjoys helping struggling middle-aged joggers just as much as he does advising Kvalheim or Prefontaine.

The more I think about it, the more I realize there are a lot of men like this: teachers and experimenters. I haven't captured the essence of his influence. I don't know if I can in a short article. It would take lengthy story-telling. Wait for the book.

ELLIOTT, THE EXECUTIVE

Coaching distance runners is a never-ending job. A coach can't rest on his past success any more than a runner can. So the coach must continually procure and polish new runners to replace those who leave him. College coaches, who face a total turnover in personnel each four years, have a particularly tough job in this regard. The best college coaches, then, are the ones who keep their runners up front year after year. Only the names and faces change; the results don't.

In terms of perennial success with distance runners, few coaches can match the record of James Elliott—"Jumbo" Elliott of Villanova. His coaching at the Philadelphia school has spanned four decades, and during that time he has almost never been without a distance man (or team) of national or international stature.

Don't let the nickname throw you. "Jumbo" isn't jumbo. Actually, he's a man of average stature. He simply happened to be in high school when the Phillies had a 235-pound pitcher named Jumbo Elliott. The name stuck.

Everyone calls the Villanova coach Jumbo, even today, 40-some years after his high school days. Even his runners call him Jumbo—most of them, anyway. But that's not saying Jumbo Elliott is "one of the boys." He doesn't come down on the field in his shorts and Adidas and romp with his team.

No, Jumbo runs his team the way a successful business executive runs his business. Tactfully, efficiently, and with firm objectives in mind. Elliott comes to practice dressed in suit and tie, and he maintains the combination of closeness and aloofness necessary to get the job done.

Elliott works like a skilled executive because that's basically what he is. His coaching is a sidelight.

Bob Hersh, a *Track & Field News* contributor, introduced Jumbo this way: "Every afternoon from September to June, at about the same hour that Clark Kent is excusing himself from the city room of the *Daily Planet* to tend to his more glamorous second career, a similar transformation takes place in the Main Line suburbs of Philadelphia. There, business executive James F. Elliott, or Elliott & Frantz, Inc., dealers in heavy equipment, puts down his briefcase, picks up his stopwatch and drives down the road to Villanova University, where he becomes 'Jumbo' Elliott, one of the nation's most successful track coaches."

This has been Elliott's routine for decades. Twenty-five years ago, he was teaching a young army veteran named Browning Ross. In 1948, Ross was an Olympic steeplechaser. Today, Brownie still runs. He also edits *Long Distance Log* and heads the AAU's long distance running committee. He has good memories of Jumbo:

"Though I went to Villanova 25 years ago and things have changed quite a bit, I would imagine Jumbo's personality is still the same—excitable, intensely loyal to the school and kids on the team, and very likable.

"We were all war veterans and know-it-alls at Villanova in 1946, and Jumbo was in his 30s. But he managed to handle us in the difficult adjustment to college life. I used to caddy for Jumbo, go to banquets with him, argue with him, (mostly about competing weekly in road races, which he felt wasn't necessary at that time), visit his house, discuss the girl friend, etc. He gave me clothes

when I pleaded poverty, pocket money on trips (out of *his* pocket!) and good, sound advice.

"You can't argue with success and Jumbo *is* success, both in his profession and in coaching. I feel he would have been successful in any line of endeavor."

Zippering forward 25 years and many distance runners, we come to the latest of Elliott's star runners. That, of course, would be Marty Liquori, a young man who doesn't hesitate to speak his mind. He, too, speaks fondly of Jumbo:

"He projects an image that makes people respect him. We respect him because we know he's not some coach grabbing the first job he can get . . . He's a successful businessman.

"Jumbo has definitely had as much success (with distance runners) as anybody else. People try and set up arguments who's had the most success. But the way Jumbo's had people run the whole indoor season, continually winning, and then be around again for the outdoor season is really impressive. He knows what he wants to do with the runners and he can do it with them—over the whole year. There are a lot of coaches who are good and can bring you up to an excellent performance two or three times a year, maybe at the end of the outdoor season. But he brings guys along at a high plateau from indoor season right on through the outdoor season. So I think he's one of the best—definitely.

"I've always said to myself that every step I've taken for him I've gotten some good out of it. I feel I've never done anything which was a waste of time. And this, in my mind, was very relaxing and took a lot of the worry out of training."

Liquori is gone now. But there no doubt will be others. The shrewd businessman and coach that he is, Elliott is well aware that success feeds on success.

Elliott is called a master recruiter. Those who call him that point to the steady flow of Irish and English distance runners coming to Philadelphia. The man does have charm going for him. But he also has a tradition. He has no paid recruiting agents in the British Isles and needs none. What he does have is a growing number of satisfied former runners returning home to spread the word to their Irish and English brothers. Right now, there are dozens of talented young runners over there who need only a nod from Jumbo to send them scurrying for the next flight to Philly.

In the manner of an able executive, Elliott has an able administrator to share the coaching burden with him. Jack Pyrah handles many of the day-to-day training tasks, and perhaps maintains closer personal contact with the runners that Elliott. But the head man sets most of the policy and is undoubtedly the guiding force.

Villanova isn't an all-distance team. His vaulter, Don Bragg, and quarter-milers Charley Jenkins and Larry James have, of course, won Olympic gold medals. But the emphasis goes to the middle-distance and distance men. It's not only because Jumbo loves coaching them, which he obviously does. The practical thinking of the businessman shows through again.

"I get more action out of a runner," he explains. "A runner can run cross-country in the fall, and relay races as well as individual events in both the indoor and outdoor season. You just can't do that with a discus thrower."

PREPARING THE PREP

The high school coach has a lot going for him. Athletics are big in most high schools—the biggest most athletes will ever see. Sports interest and school spirit run high. Athletes and their coaches enjoy high status. From the day they set foot inside their high school, kids are implanted with the idea that it's great to be an athlete—any kind of athlete. Even a runner? Even that if the coach can do a good selling job.

The high school coach is a teacher. The majority of his runners haven't run before. All wide-eyed and innocent, they look up to him for guidance. As they get into the sport, they're in for both quick improvement and some harsh lessons. The coach prepares them to handle both.

Two California high school coaches—Dick Scully and Forrest Jamieson—have operated with considerable success on this level through cycle after cycle of young and eager runners.

SCULLY, THE SALESMAN ——— BY DICK SCULLY ———

More than any other coach, Dick Scully brought in the era of the high school marathoner. His distance men were on the roads of southern California long before it became fashionable. In 1968, Craig Streichman (then only 16 years old— ran a 2:31 marathon. Jim French and Mike Baer followed with age-group marks while still in their young teens. "And these were just average boys," Scully says. South Torrance High School turns out marathoners. It also has one of the toughest track and cross-country teams in one of the toughest area in the country, year in and year out. Scully, the coach there since the school opened, is a marathoner himself.

The United States is a rather strange country—a country of paradoxes. We're looked on as the cream of the world athletically, yet our best athletes are involved in professional sports—baseball, football, basketball and so on. As a coach and as a recruiter of distance runners, this is one of the biggest problems we face. Not very many dads bring their boys home a pair of distance running shoes or track shoes. It's football, baseball, basketball or whatever. He turns on the television and sees horse racing, the golf matches and all the other professional sports.

So when the boy comes into a school situation, he hasn't been exposed much to running. The farthest he has probably run is after a skateboard rolling down a hill. So we're faced with a tremendous educational problem. We've got to get boys out there and run. We who've been in it know running is a lot of fun and can be a wonderful experience. But it can be a lot of pain, too, for a boy who's not used to running.

You tell them the first day, "We're going to run three or four miles in the course of the workout." They almost collapse. "Three or four miles! Coach, that's not my cup of tea. I'm going to go out for baseball, where the distance between first and second base is only about 80 feet. This is the most critical point in the runner's career and the biggest test of the coach's skill—getting the beginner interested and properly initiated into the sport.

I believe if you're going to get boys hooked on running, the coach has to be somewhat fanatical. You have to believe in everything you do, and

prove your points. The boys have to *accept* it in a fanatical sort of way. It has to be almost like a religion. Now this isn't easy to do. You go to church some Sunday and see how many people are there. Not that many people are hooked on religion.

There are pressures to bear, and the boys have to run under pressure. I don't know if this is good, because the world is full of pressures, too. And I don't like to exert too much pressure. But I find myself putting some pressure on myself and the team. When you get some pressure, you get success and with success you get pressure. You have to balance the two according to your aims and abilities.

Everybody should set a goal, and every runner should set his own particular goal, whether it's just to jog, or to run a marathon, or to *finish* a marathon, or to run a 10,000 in such-and-such a time, or to run in the Olympics. Our boys set their own goals. I like for them to be realistic. For instance, a boy might want to run 4:25 for the mile. When he reaches it, he drops his goal to 4:22 or 4:20. Maybe the goal is only 4:50 or 5:00, but once he attains that goal, it's a success, and once you have that success you can go on to something more.

There is no instant success. You have to have a lot of patience. You have to take it slow and easy while working long and hard. Kids can get really impatient when they read about a superstar back in Illinois who runs an 8:42 two-mile, or Steve Prefontaine when he was in high school. I've heard boys say, "I'm going to break that record, coach." I tell them, "You will in about three years, but you're not going to do it tomorrow or next week." You've got to have patience.

There's an awful lot of discouragement too. There are a lot of boy-wonders who are great when they're freshmen and sophomores. When they're seniors, you don't hear about them anymore. You wonder what happened to them. They may have had a bad year and gotten discouraged. They may have had an injury that set them back. One injury may set him back so that people he was beating easily are now beating him easily. He can really get discouraged. The coach has to deal with this, too.

The American coach is faced with another problem. Most of the great coaches of the world—Gerschler, Stampfl, Cerutti, Igloi, Lydiard—coached a small stable of runners. The American coach may have as many as 100 boys on his team, and he's coaching 13 events. This is a problem. Whereas the great distance coaches are coaching distance runners the year-round, we have other things we have to do. So we have to adapt.

In training, you've got to be convinced that you're doing the right thing. This is sometimes not very easy because theories are changing so fast. The boys read a book by so-and-so, or somebody breaks a world record and right away they're going to try the training program that this athlete is on. I'm sure if he climbed a rope every day or swam 30 miles a week—did something very unusual—then others would have to try it.

In my early years that I tried to imitate methods. I found very quickly that they didn't adapt to my situation. So I took from them what would help our boys and what we could do in our area. For instance, when interval training first came out, everybody was running 10 quarters on Monday, and 220s the next day, and back to quarters, then 660s. To me, this is very boring, running on the track week after week.

I think you have to experiment and you have to search. What we do one year we may not do again. I have a book in which I write down everything we do. All our workouts for the last decade are in this calendar book. As I've studied these, I've come up with some good ideas, and some that aren't so good. I discard the bad ones. Sometimes I'll pick up a book of workouts we had three or four years ago and think, "That worked pretty good. Why don't we try it some more?" So I'll throw it out to the boys and they're very enthusiastic about it. A lot of times we'll go out to the track and don't know *what* we're going to do. I'll say, "We're going to do this." It's all new, different and challenging. If it's the same old thing that they do every day, I know they're going to lose enthusiasm. And sometimes I lose it myself.

I feel this about running. Running is fun, running is beautiful, running can be aesthetic. Running is poetic, it's philosophical, it can be social, historical; it can be all kinds of things. And the distance runner is kind of a peculiar, special breed. He is kind of a loner, an introvert. He isn't like the sprinter or hurdler. He's a different type of person. Being a coach, you've got to realize this when dealing with this type of boy. I think distance runners are the most interesting of all. They're the most sincere, the most devoted. They've got to be.

I'm just coaching average boys. We don't get any superstars—no Steve Prefontaine or Jim Ryuns. I've had a few boys who were maybe better than average—who made All-American or won state championships. But most of the boys are just average boys. How far can an average boy go? He can go awfully far, awfully fast. On a good program, you can make champions out of the average boy.

JAMIESON, THE TEACHER

Coaches, as should be obvious by this point in the booklet, aren't cast from a single mold. In the coaching ranks, there's all the variety that's found among athletes. By the strength of their individual personalities, a few coaches stand out from the rest. One of those—no doubt there are others like him—is Forrest Jamieson, who can see no higher calling than "teaching young kids to run and to enjoy running."

Time had clouded the reasons for his resignation. Rumor has it that Forrest Jamieson, a highly successful track coach, had quit his job at Palo Alto High School following a stormy disagreement with higher-ups in the school's administration. He's reluctant to talk about it. It was years ago.

Time now has healed those wounds, and in September 1971 Jamieson was returning to Palo Alto High School as track coach. Maybe philosophical differences were patched up. Maybe there's a new administration. He's reluctant to talk about it. What's done is done.

The San Francisco area high school, which sits across the street from Stanford University, had fallen on hard times since Jamieson left in the mid-1960s. A decade ago, more or less, "Paly" had some of the best prep runners in the country. The best of them, perhaps, was Ron Larrieu, who went on to American records, the Olympics and to be known in later years as "Francie's brother." During the Jamieson era, in short, Palo Alto had superb distance tradition.

In 1970, hassles over hair and similar trivialities had reduced the Palo Alto team to six runners. They were losing dual meets by scores like 120-10. It had been a long, long tumble.

Jamieson, meanwhile, was content to teach junior high English and bring young runners into the sport gently. By nature, Forrest isn't an ambitious man. His talent for coaching matches that of any coach in the world. But he apparently was getting as much kick out of urging along a wobbly-legged 13-year-old as he would a Jim Ryun or Marty Liquori.

Oh, make no mistake. He's as dedicated and thorough as the next guy. In the 1960s, he traveled to New Zealand to learn more about the sport. Forrest just doesn't crave the fanfare and the spotlight associated with big time coaching.

He says, "All I'm trying to do is teach that it's fun to run. And I can do a better job of it at this beginning level (junior high and high school) than I can in college. Here I can be what a coach should be—a background character, a catalyst. I'm really trying to put myself out of a job. After runners have been in the sport a couple of years, they should have the motivation and knowledge to coach themselves."

Now Forrest is back in high school coaching. He seems a little surprised himself that he ever came back to it, as violently as he objects to some of the directions this area of sport is taking. Maybe it's the challenge of starting over from scratch that has stirred him again. Maybe it's because, as he says, "I can't stand to see runners wasted."

He'll swing it, too. He'll get Palo Alto's runners back on their feet. That's the beauty of high school running, as well as the danger. A weak coach can squander a hard-won tradition in a season or two, high schoolers come and go so quickly. But a strong man like Jamieson can rebuild it just as fast.

Jamieson will swing it because he has the mystical quality of all great coaches. He has the charisma that draws disciples to him and has them hanging on every word he utters. This isn't an air that a coach can affect. He has it or he doesn't. Arthur Lydiard has it. Bill Bowerman has it. Forrest Jamieson—even though he has been exiled for years in junior high school coaching—has it.

Jamieson, a big, strong and slightly paunchy (despite a regular and vigorous running program) man of about 50, combines the character traits of the other great coaches. He has the air of absolute self-assurance that characterizes Lydiard, but without Lydiard's banty-rooster cockiness. He has the rugged-individualist, straight-talker strain and the inventiveness of Bowerman, but lacks the Oregon coach's air of god-like untouchability.

If Forrest has an ideal coach he'd like to pattern himself after, however, it would be the late Brutus Hamilton, longtime running teacher at the University of California (whom he calls "a true statesman"). They shared the philosophy that, as Jamieson says, "The runner is much more than a point-producing, time-recording machine. He's an artist, as much as a man who plays a violin or writes poetry. The runner must be allowed to develop his running as an art form."

Jamieson peered through his glasses at an informal all-comers meet just before he was scheduled to return to high school coaching. A young runner jogged up to him, as if drawn by an invisible force.

"Don't tell me," the coach said as he approached. "It's a good Irish name. Let's see. . . O'Toole."

The boy's face brightened. The coach had remembered him from some obscure junior high meet or other. Even though Forrest had only coached on that level for several seasons, O'Toole knew his reputation. He seemed to sense this man was special.

"Didn't you used to coach at Paly when they were good?" said the boy wouldn't have been six years old then.

"What do you mean by 'good'?" Jamieson smiled as he answered in a non-putdown fashion.

"You know. When they won all those championships and things."

The coach walked alongside the boy for a few steps and thought. He never did answer young O'Toole directly. "I don't coach," he finally said. "I *coax*. I don't demand. I just try to persuade. There's a difference."

This is the way Jamieson always talks. He has the same words—a reflection of a deeply-ingrained philosophy—for 14-year-old O'Toole and for know-it-all reporters. Trouble is, they often sound so foreign coming from the mouth of a coach that the most ambitious youngsters can't hear him.

Forrest was hired by a college during the summer of '71 to advise distance runners at a clinic open to everyone. "Ten runners showed up the first day," he said as he watched the milers struggle past. "I told them right off that they didn't need to be there and they didn't need me. I told them to get out in the country and just run—forget about going fast, forget about mileage and just concentrate on staying on their feet for a certain period each day. And I told them to stay away from these all-comers meets."

A week after starting the clinics, only two of the original 10 runners were still with him.

"They're off on their own," he said. "But not to do what I suggested. They wouldn't believe me. They can't imagine that slow running has any value, so they're out there racing the miles. And they're tearing themselves down in these all-comer races. See, there goes one of them now. Where will he be when we're racing him next fall?"

But later he meets one of the clinic dropouts. They chat amiably. There are no castigating words. Jamieson, you see, is a rarity—among coaches and among men. He's so sure of where he stands that he can offer advice in a free, take-it-or-leave-it spirit. By taking it, an athlete doesn't tie himself now and forever more to Forrest Jamieson. By leaving it, he isn't made to feel like an ungrateful slob who's headed down the path of ruin.

He likes to see runners do well. Particularly the runners he has had a hand in helping. All coaches are that way. But what separates Forrest Jamieson from the crowd is that he doesn't let his ego get hopelessly tangled in their successes and failures. He prefers to remain a quiet background figure—first a teacher, later a helper and adviser. He doesn't see himself as a dashing general—a General Custer or Patton—leading faceless troops into combat.

In Jamieson's thinking, "Whatever the runner gets is his, not mine." And he says it like he means it.

IN THE CLUB SPIRIT

Club coaches—the foundation of running programs in most countries of the world—are a relative oddity in the United States. Their roles vary from club to club, but generally they are unpaid volunteers who work mostly in an advisory and administrative capacity—making training recommendations, lining up and sponsoring meets, etc. A Ted Haydon, for instance, doesn't hand out day-to-day training schedules. Runners are free to come and go as they please. The club relationship—for all parties—is truly voluntary.

HAYDON, THE CATALYST ——— BY KEN YOUNG ———

Ted Haydon is a unique figure in American athletics. He's a university track coach—at the University of Chicago—who gives at least equal time to his wide-open University of Chicago Track Club program. Haydon, a white-haired, grandfatherly gentleman in his 60s, conceals a keen wit behind his low-key demeanor. At first glance, his club and his meets appear to border on anarchy. Informality isn't the word for it. When talking of Ted Haydon, you can forget images of a hard-driving, super-organized track coach. Ted is more the kindly, absent-minded professor. But his way works. After more than two decades of operation, the UCTC flourishes in a country where clubs come and go like the winter snow. One of Ted's latest "products" (Haydon wouldn't like this term) is Ken Young, who in 1971 set 11 American track records at rather obscure distances—such as the indoor marathon and outdoor 30-mile.

Ted Haydon probably won't take responsibility for my training methods. Half the time, he thinks I'm crazy; the other half he is telling me not to train so hard. Still, much of my progress is due to his guidance. Many runners react adversely to pressure, and I'm one of them. It bothers me when a coach says, "We're really expecting big things from you."

Ted has some fame for his caustic remarks which serve to keep his athletes mentally "loose." One of his observations on my running was, "He combines the physical ability of a six-minute miler and the mental ability of a four-minute miler, and gets five-minute mile results." After a year of training, he paid me a compliment: "Well, you're starting to *look* like a runner at least."

Then I broke the American 30-mile track record in May 1971. And what did Ted say? "You're using up all my record application blanks." That's all. This is his way.

Ted isn't a coach in the normal sense of the word. He is a catalyst; he provides an atmosphere in which an athlete may develop his own potential. He has the uncanny ability to provide just the right psychological touch at the right time—praise when it is warranted and needed, but a well-chosen remark to puncture a swollen ego or encouragement after a poor race.

The organization (or lack thereof) of the UCTC is highly informal and things just seem to happen. (Although, in fact, it is Ted's behind-the-scenes influence, subtly moving people to get things done). Our meets and races are traditionally behind schedule, to the consternation of visitors. But UCTC members are so accustomed to this that once, when a meet actually was run on schedule, almost all track club members missed their races.

Our meets are democratic; everyone runs. In one indoor meet, a young high school sprinter in gym shoes was qualifying in the lane next to Ivory Crockett. When this disparity was pointed out to Ted, his comment was, "I'll bet that kid got the thrill of his life." We've had 16 heats in the quarter-mile, 12 heats of the half and meets lasting until 1 a.m. But everyone has a chance to run.

Not only does Ted coach the track club, but he also has his own varsity athletes to take care of. As a result, he is frequently at the track from 3:30 until 7 p.m. six or seven days a week. Once while timing our time-trials on the cross-country course during a miserable cold rain, he made the observation, "The only thing crazier than running out here, is standing out here timing." But we know he'll be out there and so are we, regardless of the weather.

Ted is interested in the athlete who tries, regardless of ability. He says, "I get more pleasure watching a poor runner improve than watching top athletes break records." To paraphrase, "Ted must like poor runners; he has so many of them." Our cross-country races are well-represented, from sub-20-minute four-milers to runners struggling to break 30 minutes. The "prima donna" is not tolerated. One young varsity athlete, with loads of talent but little desire to work or be one of the team, came into Ted's office one day, expecting Ted to plead with him to stay on the team. Ted told him flatly that there were a lot of athletes on the team who were willing to work and who had a "team spirit" and that he could come back when he was willing to join in and work. He was quite surprised.

Ted is known also for his encouraging (?) remarks included in our meet summaries. Various individuals have been singled out for "praise" like:

"This shows how poorly you are capable of running if you put a little effort into it."

"Your ability as a triple jumper is exceeded only by your ability to take long showers."

"It seemed like old times. You looked like your own rotten self again."

"Some officials never pass up an opportunity to score points and win medals."

"You must have had the best vacation of anyone."

"By the time you finished, it was mid-season."

"You're not as bad as you think you are."

Ted was a track man in college (hurdles and weights) and returned to the university in 1947 when he began helping then track coach Ned Merriam. Ted organized the UCTC in 1950 so he and other former collegians could compete and took over as varsity coach as well. Since then, he has initiated a number of meets which attract athletes from all over and we now have a schedule which starts with weekly cross-country meets in the fall, through indoor season (over 3000 athletes competed this past winter season) and weekly development meets from April through early August. Virtually all officials are volunteers and entry fees are used to defray costs (medals, numbers, facilities).

The UCTC program is completely dependent on volunteers and donations, but the secret to its success is Ted Haydon.

GETTING GIRLS TOGETHER

Women and girls are different, obviously, than men and boys. As runners, they need somewhat different coaching. Not as much different as you might think, but a little different. As women's running has boomed in recent years, a new breed of coach has emerged—the women's specialist. Most of them, so far at least, are men. Two of the better ones are Bob Hyten and Will Stephens, both of whom exclusively train women—mostly girls in their teens.

HYTEN, THE CRUSADER ——— BY BOB HYTEN ———

Bob Hyten, a southern Illinois architect, is a longtime coach and crusader in the field of women's distance running. He works with the Ozark Track Club team and organized a women's track team at Southern Illinois University in Edwardsville. In this condensation of a much longer article, Hyten outlines the role of a man coaching women runners.

At any age, a man can find a book or a coach or a club that will give him precise technical information as to a program aimed at his age, ability, distance performances, or a dozen other factors. Once a man decides to run, the opportunities are limitless. From the age 12 to that of 22 a boy will always have a coach available who is paid to coach him, arrange meets and generally nurse him to manhood as a runner.

Did you ever stop and think what a girl who wants to run has to go through? First of all, there are only a half-dozen states that even tolerate girls track in the high schools. Next, name a college that produces women *coaches*, not just health and recreation teachers. If you are not already frustrated, then notice that only about 60% of the AAU associations have girls' track programs.

Are all these people conspiring to keep girls from competing? I think not. The problem began years ago when people overlooked the fact that competitive athletics are just as good for girls as they are for boys. In recent years, runners have been in the forefront in recognizing this as one of many social injustices. After a decade of verbal concern, it is now time for everyone to get deeply involved with carrying out solutions. What the girls need today is meets, clubs, coaches and research.

It is in coaching that the most difficult task faces those willing to help a girl learn to run. It has become quite apparent to those of us working with girls that they can do any type of workout a boy can do. The problem comes in determining length and intensity of these workouts. This dilemma is complicated by the fact that virtually nothing has been put into writing dealing with the training of women. This lack of documentation is perhaps explained by the thought that crosses my mind each time I think about writing such a document. For seven years, our workouts have gotten harder and harder seemingly without approaching the physical capacity of the girls. Thus, anything I write today is outdated tomorrow.

Your question now might be, "If you think girls can ultimately carry a boy's workload, why not just give it to them now?" The answer will come to you within a few weeks after you begin working with girls. The major difference in the sexes lies in their psychological make-up. While it was long ago determined that women *could* endure more pain than men, this does not mean that

they will. While society urges a boy to endure hardship for athletic success, it does not ask that of a girl. In fact, it probably discourages mental strength by thinking of all girls as soft and emotionally weak.

The problem for the girls' coach becomes one of creating an atmosphere in which they feel they must develop this inner discipline in order to be a full person. Constantly beset by friends and relatives wondering, "Why do you bother? You're a girl," your athlete is hardly able to give 100% mentally. Your job, then, doesn't end on the track but includes changing the public's attitude toward female athletes.

STEPHENS, THE MASS-PRODUCER

BY NATALIE ROCHA

In California, girls age-group track is big—really big. In the early '70s, thousands of young girls turn out to run cross-country and track distances—even long road races—every weekend. But in the early '60s, it wasn't that way. Even then, though, Will Stephens had a powerhouse of a girls team in Sacramento. The Will's Spikettes. Marie Mulder was the first of Will's girls to really hit it big. She was an internationalist at age 15. Then came Kathy Hammond, who hit it even bigger. Both are mature ladies in their early 20s now and have left the Spikettes. Another of those who has left is Natalie Rocha. But Natalie still has fond memories of the club and coach that each year bring up a new crop of girls to adequately replace the old.

Will Stephens has built a tradition with the Spikettes—a tradition of excellence that outlasts the individual runners (myself included) who regularly fall by the wayside. So many great runners are and were Spikettes that the other girls are not content just to run. They want to be as good as or better than the past members. Added to this is a feeling of team pride. It is always great to know that you are a Spikette. You know it is a great club and you want to keep it that way. The way to keep it is to be a good runner.

When I was on the team a few years ago, no one person was a special star as far as we were concerned. Of course there were national champions and international runners. But to Spikettes, that never made any difference. In workouts, we were working together. Being a champion was no big deal, everyone was equal. This feeling—which Coach Stephens consciously developed—made practices fun.

The workouts were hard, of course. But Coach would always make them interesting by adding variety. We never knew where we were going for the next practice—the river, the mountains, one of the city parks, under the elevated freeway. . . A workout was never a drag.

He made our trips fun, too. We always went to national meets a few days ahead of time and left a couple of days afterwards. We weren't just going to run and coming right home as other teams did. Just being on the cross-country team, however, didn't mean you made it to the nationals. He'd take seven or eight runners on the basis of how they ran during the season, but the team was so "deep" that they have to leave 10 good runners behind. Coach always hated this. He knew the stay-at-home girls had worked as hard as the others, and he

felt they should have the same chance. But travel money was always limited. (We were forever raising money through one method or other.) He was able to develop this fantastic depth, I think, because he had equal concern for all girls—fast and slow. Kids can sense this, and they work hard for him.

During both cross-country and track seasons, we would start with workouts four times a week. Coach Stephens always left days for us to run on our own. He thought runners should have days to run by themselves, to do what they liked and be alone instead of with the team all the time. As the seasons progressed, he would have team workouts more often. Finally, the only time we had to run alone was in the mornings. And we did it.

He has an uncanny ability of building up runners for particular races and distances. He makes his runners aware of their capabilities. He gets them to shoot for goals and run a little over their heads—not much, but a little. “Always stay on race pace,” he advised. That’s the way he trained us. I think he makes his runners smart in this way. They know exactly what should be done and exactly what they can do. They know the feeling of their pace.

Many times I’ve seen runners from other teams go out too fast in the first lap on the track or the early part of a cross-country race. They’d run way over their heads and die halfway through the race. Then we’d come along, running our constant pace, and pass them. His runners have confidence in the pacing schedules he gives them.

The Spikettes are really two teams. There’s the regular team for “older” girls, and also the age-group team. They work out separately (we always thought the younger team worked out harder than we did), then the young ones feed into the older group when they turn 14. The early running gives the younger girls a base on which Stephens builds quality as they join the older team.

You know, Stephens could be called a hard-luck coach. He develops girls into outstanding runners and then they seem to disappear. Many of them leave the club, not to run any more. It has happened over and over again. Girls like Suzy Byersdorfer, Jerry Blalock, Cathy Catlin, Kathy Hammond, Marie Mulder, Chris Iverson and myself.

This constant dropping out must be terribly disheartening for him. I think many coaches would give up if they had the same problem or at least be lackadaisical to the other runners who still come out to practice. But not this coach. He stays as enthusiastic as ever. The kids can sense this, and they run their hearts out for him. With his guidance, the team tradition, and the girls’ will to do well for him and the team, he keeps putting new crops of runners at the top. It’s a never-ending cycle.

BRINGING UP THE KIDS

Right or wrong, healthy or unhealthy, young boys and girls are running long distances. Children 10 and under are finishing marathons. Boys in their tender teens are running in the 2:30s and 2:40s, and are getting comparably fast times at other distances. Pre-high schoolers are turning out in growing numbers. Unfortunately, at a time when the kids need guidance the most, qualified coaches often are in short supply. Youngsters often fall into the hands of a coach who is either over-ambitious, undereducated, or both, which can be worse than having no coach at all. Competent, dedicated age-group coaches are available, though. One is Mike Ipsen.

IPSEN, THE PIONEER ————— BY MIKE IPSEN —————

There's no one quite like Mike Ipsen. And there's probably no club like his Redwood City (Calif.) Striders. Almost single-handedly, Mike has built a club or more than 100 runners—90% of them high school age or younger. Mike trains them all, hauls them to races, and runs the races himself. (He is one of the few Americans to have finished a 100-miler.) Most of all, Mike is a pioneer in the area of age-group marathoning. By the time they're 12, his runners are veterans of long racing. His boys hold age-group marks at 11, 12, 13 (David Cortez) and 14 (Mitch Kingery). A graduate of Mike's age-group program, Jose Cortez, is one of the country's leading ultra-marathoners.

Ten years ago, when I was still a high school long and triple jumper, I started the Redwood City Striders. It was strictly a local club then, competing mainly in the area's summer all-comers meets. We had only high school boys.

In 1965 I think it was, one of the kids came to me and said he had a younger brother who wanted to run. "He's only nine," he told me. "Fine," I said. "I'd like to see what it's like working with a younger kid." Remember, this was 1965, and not many nine-year-olds were running distances in those days.

So Joey Viola joined the team. I more or less experimented with him, and it was over a year before we let other young kids in. Frankly, I wasn't sure if I was doing the right thing with Joey. I didn't know how to handle a little boy half the size of the other runners on the team. But Joey turned out to be an exceptionally tough kid. Before long, he was handling the same training as the high school boys. People say I give tough workouts, but Joey was running them like a professional. When he was 10, he was already running things like 20 kilometers and marathons—something unheard of in 1966.

Well, Joey Viola changed my whole attitude about young boys running long distances. He took to it so eagerly and well that I figured there must be lots of others like him. I put an ad in the paper, and others started coming. But even now, when we have nearly 80 boys on the team, we haven't had any as good as Joey. Not even David Cortez was as good at 10 years old. Joey taught me a lot.

I never really wanted to get involved with coaching girls. But in 1967, one of my boy's sister wanted to join. I let her in. Before the year was out, we had five girls. Now we have 50. And they're running marathons just like the

boys. The young girls have taught me quite a bit, too, about what they can do in distance running.

In the early days, I used to go out to all the grammar schools in the area and talk to kids about our program. I was recruiting them. So here's what happened. We'd get 60-80 kids out at practice for a few days. After a week, there'd be four of them left. So I quit recruiting. I just let them come to us. And they do. They come all the time saying, "I want to run, too."

Most of them come in at about age 10. I learned fast that you have to break them in slowly. Many of my early kids got discouraged and quit when I threw them right into a hard program. So now everyone starts with 110s. They work up to where they can go a lap at easy pace, then two laps and so on. They stay on this type of work for a couple of weeks, then they're eager to take off. Kids this age get in shape amazingly fast, and their recovery rates are unbelievable.

We work out every day. Everyone does five miles in the morning on his own, then we get together in the afternoon and do maybe 12 miles as a team. That's right, these 10- and 12-year-old kids are doing 17 miles a day. Sure, they complain. Everyone complains (everyone, that is, except David Cortez; he has never been bothered by anything I gave him). Even I complain when I do that running. But they keep it up. The way I look at it, they wouldn't be there if they didn't want to be. There's nothing tying them to the team.

But I find that these kids really need a lot of attention. Some of them wouldn't know how to pick their noses without being told. I spend a hell of a lot of time working with them. The young ones are with me every day, while many of the older runners go out on their own, or they are running with their high school or college teams a good part of the year. Recently, some of these runners have come to me and asked, "Why are you neglecting us?" I hadn't done it purposely, but realized that the little ones were demanding most of my time.

Another problem we have with the high school runners in particular is that they like the club atmosphere. They keep sneaking back to our practices during the school season. Their high school coaches aren't too happy about this.

This, in a way, makes me happy. Not making the coaches angry, of course. But I'm glad to see that guys who've come up through the age-group program, have gone on to high school and even graduated from college still want to come back. The fact that they haven't forgotten the club and still want to run with us years after they've started tells me that I didn't exploit them and spoil their love of running.

Mike Dailey is an example. He started with us when he was 15. He was an 11:27 two-miler. Last year, at Chico State, he was a college All-American and ran a 9:04 steeplechase. He wants to come back and run for the Striders again, he said, "because I improved more with you than at Chico."

I'm not trying to exploit an 11-year-old kid and then forget about him. Most of the kids we have now have been with the team for at least two years. Most of them aren't going to quit. And neither are the new ones. I can tell which kids are going to make it and which aren't. These will stick with it.

Jose Cortez started when he was in the eighth grade. He was 14 then. Now he is almost 20, and he's doing the best running of his life (including a US record for 100 miles). He'll keep improving, and so will lots of others like him who have worked steadily. The younger ones can't wait for the time when they can beat the older ones, so it's a good situation all the way around.

Our bag is the marathon. Almost everyone trains for the marathon. They don't have to if they don't want to. But they *want* to do it. We hardly have any sprinters. These kids, even the youngest of them, dig the toughest things I can give them. For instance, we had four teams in the *Runner's World* 24-hour relay when many clubs couldn't get together one. One of our teams was all girls and another had kids 13 and under. They love this stuff. Once they get a taste of having fun, they're not going to quit."

Our program is for the kids and not for the parents, and I get very little interference from parents who think I'm "working Johnny too hard." One mother did pull her boy off the team a while back. When this boy joined the club in June 1970, he couldn't go 100 yards. In March 1971, at age 10, he ran a 3:24 marathon. After this race, his mother came to me and told me, "You're holding my boy back." She figured I wasn't working him hard *enough*.

Kids' long distance running has changed since Joey Viola came to me in 1965.

EVERYONE'S A COACH

Forget for the moment the image of the coach in his formal role. Imagine two runners chatting casually, one letting the other in on his secret for curing shin splints or developing a stronger sprint. Imagine an ex-runner advising a youngster on how to prepare for a marathon. Imagine a runner reading a technical book and making notes for his own training schedule.

All of them, in a sense, are coaching. If we define coaching as simply passing around practical knowledge, everyone who gives practical advice or reads a practical book is a coach. This is coaching on its most informal level. But runners are a talkative, widely-read bunch, and some of the most effective coaching takes place this way.

Bob Campbell is an example of the informal advisor. Many, many runners go even farther. They educate and advise themselves.

CAMPBELL, THE GURU ——— BY BOB CAMPBELL ———

Bob Campbell is sort of an all-around distance guru. For a long time a marathoner himself, he later headed the AAU's national long distance running committee. If the truth were known, a lot of the success distance running is enjoying in the 1970s probably could be traced back to Bob's groundwork in the '50s and '60s. Now he settles for the "calmer" life of a district AAU chairman. That merely involves overseeing the 200-a-race-a-year program in the New England association—the biggest program in the country. At the same time, Campbell also freely dispenses his sage advice on distance training and racing. Runners listen. There's no formal tie between them. Bob doesn't coach at a school or even with a club. But runners seek him out, write to him, corner him at races. He—like many others around the country—has been through these things himself, and is well-equipped to pass his experience on to a new generation.

At present, I have very few runners on my list to advise or coach (I do not go out looking for same). I have three young high school boys on conditioning and fundamental work. And there are two college runners I told to play along the beach for the summer. They showed signs of becoming bored due to too much speed work under college coaches.

This leaves me with Ken Mueller and Phil Ryan—both sub-2:30 marathoners. Actually, I haven't given Ken a schedule for two years. But we talk over the phone and exchange ideas by letter. Ken holds down two jobs, is married and has three children. You can't pin a man like this to a strict schedule.

Phil came to me about seven weeks before the 1971 Boston marathon. I thought he had been doing too much hard running in his long runs. The week before the national 30-kilometer, he caught "the bug" and wasn't right for some time. It was mid-summer before he could really get started, well and fresh.

The last top runner I had on a full schedule was Ed Winrow. Ed had been doing 50-60 miles per week and lots of repeated 440s to miles on the track. I advised him to change this to 100 miles a week with speedwork *en route*. He went on to win three national championships in one year.

In the past, when I coached/advise more actively, I suppose I worked with a dozen or so runners who won national championships or made interna-

tional teams—Dean Thackaray, George Foulds, Bob Carman, Jim Green, Al Confalone, Richard Packard and others.

I also struck up a strong friendship with Bobby Cons years ago. Bob told me he found the repeated 440s tiresome. I suggested, as I did later with Winrow, doing his speed work en route—as his feet liked it. Bob won the Southern Pacific cross-country title after following my suggestions.

One thing I've learned. I could not write a schedule to apply to all runners because I do not believe there is any set method for runners to follow. All I advise is that one must include endurance, speed and pace in a week's workouts. Also it is only common sense to work a little more on weak points.

While I do believe in coaching, I would suggest care when handling married and/or working men. Family life and work make it next-to-impossible for the runner to keep to a blueprint schedule.

SELF-COACH, THE ARTIST — BY JOE HENDERSON —

A long time ago, I faced up to the fact that I'm an athletic failure. I can even tell you the month and year that I came to realize the awful truth (awful then, though it was a disguised blessing.)

I'd never had more than an advisor in high school. No one had told me how to train. In a word, I was spoiled; spoiled rotten. The "coach" would ask, "What do you plan to do today?" I'd tell him. He'd say, "Sounds good," and dutifully punch his stopwatch for the next hour or so.

On a primitive form of training—but one I had absolute confidence in, the pure, all-knowing faith that only a 17-year-old can have—I got my times down reasonably well and won a few small-time races.

Feeling I now had the wisdom of the ages to back me up, I left the small Iowa farming town and headed for the big city—to college at Drake University in Des Moines. Nothing could stop me now, I thought. I was in for a hell of a shock that first year as one by one my illusions were ground into the red cinders of Drake Stadium.

Now firmly under the thumb of a coach who didn't ask but told, my training had made a 180-degree turnabout, from mostly distance to all speed. The self-imposed training that had been so kind to me was gone. My times were slipping. Eventually, my mile was a half-minute slower than it had been in high school. The "potential" that had earned me the Drake scholarship was wasting away.

Naturally, I blamed the nearest target—the coach. I argued with him openly about training methods. "If only I could do it the old way," I thought, "everything would be peachy again." Fortunately, the year ended and summer came before I could make a complete break with the coach.

Confidence shattered, I took a month away from running. I really didn't care if I ever returned. In the June of 1962, I knew I was a running failure, and was content to forget the sport.

Ironically, I have that same coach to thank for keeping me going. Bob Karnes, the man I blamed for my decline and fall as a runner, talked me out of quitting. With perfect justice, he could have blasted me as "uncoachable"—the worst label, in coaching circles, that an athlete can have pinned on him. He could have said, "Get out of here, you rebel. We don't need you and your 4:50 miles." I'd given him enough trouble to warrant such treatment.

Maybe he figured he didn't have anything to lose. But Coach Karnes said

that summer, "If you'd like to come back next year (I'd already turned in my scholarship and was thinking if I did run again it wouldn't be at Drake), you can try out your own training. See if it works. All I ask is that you let me know what you plan to do each week. You can run in the meets if your times are good enough to make the team."

In a way, Karnes freed me to fail. His guiding philosophy as a coach was, "You'll never be great without coaching." When he turned me loose, he was thinking, "Well, there goes his career." There went my potential to run 4:15 or 4:10 maybe. Who knows? But the true effect of Coach Karnes' strategic move at a crucial time was to *save* my career as a long-term plodder. I'd accepted "failure;" if I kept failing, I wanted it to be *my* responsibility.

I've been "failing"—running below my demonstrated potential—ever since. And loving every minute of it. Only six years after graduation from Drake, the successful runners on the team have long-since retired. The coach has retired, too. They've evidently taken what they wanted from the sport and left it.

Me? Before long, I'll be getting lapped in a mile. At the same time I both get slower and like running more every year, and I see no reason to retire before age 90, at earliest. From the day Coach Karnes freed me to fail, I've also been free to take running on my own terms. Running, for me, has become a sort of pop-art. Sometimes the creations turn out well, sometimes badly. But they're all mine, and I enjoy the process of creating. Is this failure after all?

I tell these personal experiences to counteract the propaganda leveled at us "free-thinkers," or "rebels," or "uncoachables." Whatever you want to call us, we who prefer to coach ourselves aren't few in number. Distance running, with its long stretches of solitude and heavy doses of highly-personal challenges, attracts independent thinkers.

Not every young athlete who talks back to his coach is a self-motivated, strong-willed individual. Some merely want to bitch because they think they're working too hard. Without a few well-placed orders and carefully-directed shouts from the coach, runners of this ilk might not be running at all.

But in the talk about "uncoachables" and "rebels," let's be careful to distinguish the lazy, half-hearted runner from the serious and self-reliant one. The outward symptoms of their resistance to coaching may be similar; their motivations are in most cases exact opposites.

The distance running world is heavily populated with individuals who tense up, lose confidence and miss the satisfaction and enjoyment of their activity when their every step is watched and directed from the outside. One the other hand, he thrives on his own. If he doesn't have absolute faith in the coach's word he's *better off* on his own. A sensitive coach, such as Coach Karnes at Drake, can spot this type and make allowances.

When turning over partial or complete control of his own running to a self-motivated individual, the coach should realize that the runner isn't so much rejecting him as he is searching for his own answers.

Drs. Bruce Ogilvie and Tom Tutko, in their book *Problem Athletes and How to Handle Them*, lead off with a blast at the "uncoachable athlete." They identify him as the Culprit Number One in the athletic "rogue's gallery." But in the same chapter they have kind words for the sort of self-directed individual we've been talking about:

"The truly liberated human being is not always fighting *against* something or someone but, with equal frequency, is fighting *for* something or someone.

Freedom and self-direction become positive forces that should and can lead to creative efforts."

"Creative efforts." Those two words are the key. The runner who wants to get out and coach himself is looking to create—to explore and construct a running life of their own; one that he can call "mine" and one that matches his talents and interests. He isn't trying to destroy the coach and the team.

And the word "efforts" is an equal part of the concept. The self-coached individual may very well work *harder* when he's on his own. Few people work with more intensity and commitment than an artist—a writer, painter or musician—busy creating. In a real sense, runners can be artists, too, creatively putting together miles instead of words, lines and notes.

The catch, though, is that the artist throws himself into his work fully only when it's *his* work. He doesn't come through with the same intensity and commitment when placed in the role of a technician working from a blueprint.

Self-coached runners only want blueprints of their own making. They know, then, that they can taste the full pleasure of their good runs. They know, too, that they don't have to look beyond their own noses when placing the blame for bad ones.



Dave Bedford, the powerful British runner, takes his advice from coach Bob Parker. (Mark Shearman photo)

CAN YOU RUN ALONG?

Regardless of what the AAU says, active running needn't end where coaching begins. Coaching isn't necessarily the best occupation to be in if you're wanting to continue competition. There can be conflicts of interest between your running and their running. But if you want to keep running, you can and should. Lots of coaches are doing it—Jay Dirksen and Brice Hammerstein among them.

Many of the most effective distance coaches (though by no means all) continue their running—either with the runners they coach or away from them. Interestingly enough, all but a few of the coaches covered in this booklet still run. The feeling is that it gives them a somewhat better understanding of what the athletes are going through if they go through it themselves; there's more a sense of brotherhood and mutual respect if both parties in the coach-athlete relationship are runners. Arthur Lydiard puts it more bluntly: "No athlete respects a big, fat coach who's going to stand there and rest the watch on his stomach."

Maybe so. But mainly the motivation for coaches to run needn't be any different from the athletes'. Run if you want to run.

"IT'S A SACRIFICE" —————BY JAY DIRKSEN—————

Starting coaching doesn't have to mean ending active competition. Jay Dirksen was at the peak of his career—he was a 2:21 marathoner—when he signed on with the physical education department at South Dakota State University. Officially, Jay is a P.E. teacher. The AAU says he can't coach for pay and still compete. So Jay, who in his mid-20s is one of the youngest university track/cross-country coaches in the country, coaches for free. In his second season at South Dakota State, Jay's team finished fourth in the NCAA college division cross-country race. And he keeps training seriously, despite conflicts that arise in trying to handle the two roles.

At the outset I'd better say something for the record (AAU's benefit!). My contract with South Dakota State University is as "Instructor, HPER." No coaching appears on my contract, and I do not receive any money for coaching. Therefore, although I perform all the duties of the coach I am not hired as a coach. Enough said about that.

I usually do not run but a few workouts during the year with our cross-country or track team. The exception to this would be Sunday, when I usually run with someone on the team. We always run a 20-mile run on Sunday during the cross-country season, although I never force anyone to go with me because they can go at any time, at any speed, as long as they go 20 miles nonstop sometime that day.

The main reason for not running with the team is that there is simply no time to run and also perform the duties of a coach. A coach must be able to analyze his athletes and make suggestions to help them. If I am running I cannot analyze anyone very well, unless I'm in the back of the pack. At this point, I'm not content to run in the back of the pack for my training. I also have noted a sense of extra competitiveness on the part of the team when I have run

with them. While this is good, it can upset our practice goals and purposes. We want to prepare for the meets and not race each other in practice.

The rapport I have with the runners is due not to my running with them, but that being a distance runner I understand their problems and feelings. I never have felt that athletes expect the coach to be one of the boys, but they do like someone who understands them and their problems and who is willing to work *for* them (not necessarily with them). Being a runner has helped me as a coach because I understand runners better. They know I'm not asking them to do something that has no value. I never ask anyone to do anything that I would not do myself, or anything that has no value as far as meeting their needs as runners.

Now, let's look at the other side of the coin—how does coaching affect *my* running? It affects my running in several ways. Mainly, these affects are negative.

My training must be done at odd hours—early in the morning or in the evenings. Sometimes I skip lunch and run. Basically, this means a day of work, run, eat and sleep. This gets to be a bit boring. While I'm not much of a socially-oriented person, I do like to have some free time to do other things than run. On the other hand, I don't like to be mediocre so I do not take training lightly and do not do it half-heartedly. To run 100 miles a week takes enough time to be a big sacrifice with my schedule.

Most of our meets are on Saturday so my weekends are occupied with travel, which cuts into training and also into the possibility of running in many meets. I might say here that I try not to run in meets against my athletes. When they are running they should get the credit, and if I beat them they don't get it. During the summer, or in road races and marathons, I run against them but here they are not forced to run with me if they don't want to.

Let me see if I can simplify all this. I don't think my running hurts my coaching; however, coaching definitely hurts my personal running. In all my relations I try to put the team first and myself second. This is not easy, but by not running with them I feel that it is easier to accomplish this goal.

I hope the fact that I run and enjoy running will rub off on these young men. I hope that they also will continue to run after college for fitness and fun, but not necessarily to compete. I hope that no one can or will ever say when he graduates that running was such a grind under me that they never want to run again.

"IT AIDS UNDERSTANDING" —BY BRICE HAMMERSTEIN

Brice Hammerstein lives a dual life. He's equally a distance runner and a coach of distance runners. While he competes regularly in southern California's long races, he also helps coach one of the most successful age-group teams in the area—the Rialto Road Runners. As a young man who sees the picture from both sides, Hammerstein pleads for coaches to dig in and really learn to understand their runners—preferably by getting out and running with them.

I recently had a conversation with another coach who mentioned somewhere in the dialogue, "I just can't get my runners to work." I didn't think about his statement until a while later, but once I thought about it, I wasn't surprised. I found later that some other coaches have the same problem. When I

asked them how many of them work out with their athletes not one could say yes. For any coaches who have the problem of getting their athletes to run, I have several suggestions.

- *Run with your athletes.* Chances are you are not in shape right now so start off easy and get fit. An athlete resents a lazy coach who just stands around and bitches. You don't have to work out as hard as the athletes, but doing anything with them will improve their attitudes and your health.

- *Treat your runners as equals.* Don't belittle them if they have had a "bad" work out. Try to find out what is wrong and in setting the next work-out discuss it with the runner to find out what he wants to do. You always retain the final decision so makes a wise choice. Don't cater to all his wishes and demands, but give him a voice.

- *If your athlete does well, tell him so.* There is nothing like being ignored for doing well. Even if he is not a top-notch performer, compliment him. The mediocre athlete is as human as anyone else and likes to be appreciated. If a person finishes last and still gets an all-time best, you can't expect any more than they gave that day.

My experience has told me these things are important. I work my runners pretty hard yet get little complaint. What is more important, I am not a maniacal tyrant but more of a friend. I would like to think that the human in the athlete is more important than the athlete in the human.

I'll admit that even with my approach, I've lost a few runners. I can count those, and there aren't many. It's impossible to count the number saved.

THE SCHOOL MARATHONER

Accompanying the spectacular growth of marathoning (and long distance running in general), a new class of runner has emerged. The school marathoner. No longer content to limit themselves to one and two and three miles, young runners have moved to the outer limits of the sport. Some coaches encouraged them in these ventures; many either ignored them, or actively resisted the move for any number of reasons. But the numbers of student marathoners—high schoolers and collegians, junior high schoolers and junior collegians—continued to grow.

As the long road races gained acceptance and participants, the NCAA made a highly significant and constructive move. It made room for the marathoner, adding a marathon to its championship program.

More and more coaches are handling marathoners, and coaching the student-marathoner involves subtle but important changes in approach. The coach has to bend his methods slightly for the longer distance, as does the runner. Although this article is aimed at college runners and coaches, it also applies to those on lower levels of the school scale.

Marathoning is poised on the brink of a revolution. In the next three or four years, changes will come so fast and in such volume that they'll rock the sport to its foundations. The college runners will help make it happen. Road running and marathoning in particular, already has gone through an explosive phase since the mid-1960's. What had been an exotic activity indulged in by post-graduates who didn't know when to quit became a booming sport that seemingly everyone was doing.

Improvement at the top inevitably accompanies increased participation. That's what is happening in marathoning. In 1969, only 18 Americans ran better than 2½ hours—or what's considered "national-class" time. In 1970, their number more than tripled. And halfway through 1971, the number of sub-2:30 runners already has far surpassed last year's total. All this is exciting for those who've been around the sport for enough years to remember its small-time days. But we haven't yet seen anything that compares with what is coming.

Once the NCAA throws its considerable promotional weight and its highly-talented hordes of runners into marathoning, old-timers are going to have to revise their view of what constitutes "fast" 26-mile racing. It has to happen. Today's sub-2:30 marathoners only rarely do much better than 30 minutes for six miles. It's an exceptional man who averages more than 100 miles a week. It's easy to see what's going to happen when sub-29-minute six-milers who already are training as much or more than marathoners hit the marathon course en masse. The national standard will soar, as surely as did the triple jump, intermediate hurdles, hammer throw, steeplechase, three and six-mile once they became regular and accepted facets of the collegiate program.

The addition of the marathon to the national collegiate championship program fits in well with the trends already taking place in the sport:

- The leaders of the one-time "old-man's race" are getting younger. Eight runners who'd gone under 2:25 so by mid-1971 were 22 or younger—college age.

- It's becoming a "speed race." Where once a steady-pacing plodder could race well in a marathon, a winner now must average 5½ minutes a mile or better. The top marathoner has to be a man who races on the track and the cross-country course with better-than-average results.

- There's a definite move away from specialization. As mentioned above, the race takes speed. Both to sharpen themselves and because they're fast enough to compete well, marathoners race regularly in shorter distances. Prime examples are Ken Moore and Frank Shorter, internationalists both at 10,000 meters and the marathon.

The central point here is that the marathon need not disrupt the school program at all. It can be a valuable and exciting supplement to what is already there. In fact, collegians in fairly sizeable numbers already do a degree of marathoning. And there's little doubt that *any* distance man on *any* college team in the country can run this far. It may take some selling to convince them that they can and want to, but they're capable. There are too many people like Mary Etta Boitano (a girl who ran her first marathon when she was six years old), Fred Grace (he's 72 and an active marathoner) and Harry Cordellos (a blind marathoner) to think otherwise. For that matter, most coaches could run it, too.

When preparing marathoners, there's little need to stray far from the basic approach to preparing shorter-distance runners. Marathon racing is merely an extension of that. As stated, many college distance runners already are training as long as the marathoners, and many already have road experience—racing as well as training.

There aren't many differences between running six miles and running a marathon, but there are some—some obvious, some subtle. Any advice given here must center on these differences. The obvious differences: primarily, this race is 3½ times farther than most college men have ever raced, and it's on the unyielding roads. Given these circumstances, the small problems associated with races six miles and less can multiply into crushing experiences in the marathon. Blisters, thirst, pacing. All become vital considerations.

Much less obvious is the fact that an entirely different outlook prevails in marathoning than at shorter distances. Above all, marathoning is a profoundly personal experience demanding voluntary, committed effort. No man can be coerced into running one. Well, maybe he can be talked into *trying* one. But when he's 15 or 20 miles into the race, a shortage of commitment will stop him as surely as if you'd cut off his oxygen supply. Once the commitment is established, however, it's as hard to keep a man from marathoning as it is to keep him from breathing.

This personal nature of the sport may explain one of its unique features. It's democratic. Everyone runs. There's no stigma against being "too slow." A 3:20 marathoner can find as much satisfaction in his race as a 2:20 man might find in his. In actuality, a marathon isn't a single race. The Boston marathon, with 1000 runners, is 1000 little races—each man against himself, his record, his expectations, the environment, and the 26 miles 385 yards. While concentrating on developing a new flood of 2:20 marathoners, please leave room for the 3:20 runners who traditionally have had an equal role in this race. They're not asking for the coach's time or the school's money—just a chance to keep running. And there's plenty of room on the roads.

With these relatively minor differences between "normal" distance running

and marathoning in mind, here are a few suggestions. Possibly they'll help avoid the pitfalls inherent in stepping into an unfamiliar event.

1. Many distance runners already cover adequate mileage in their training. There's nothing magic about the 100-mile-a-week level, but it provides a good general standard to aim at, and few leading marathoners deviate much on either side of that figure. If any alteration in training is required, it is in the *distribution* of mileage. Insert a regular—say, weekly—road run into the schedule, covering 20, 25 or more miles. It need not be fast. Just get used to covering the distance.

2. Road training isn't road racing. There are special pains and pleasures involved in racing on the roads, and runners would be wise to experience them before trying a marathon. Patronize local open road races of five, 10, 15, 20 miles. Or, better yet, promote your own.

3. The cost of improper pacing in a mile to six-mile races is a slow finish. In a marathon, it most likely will be a *no*-finish. There's nothing more discouraging than reaching 15 miles already exhausted, and realizing there's still 11 to go. Two worn-out clichés about marathon racing still have a note of truth in them: "It's not the man who runs the fastest who wins; it's the one who slows down least," and "A marathon doesn't begin until 20 miles." It's particularly tempting for a college runner, raised on fast training and racing, to blaze off too fast early in the race. Hold him back!

4. Runners bounce back quickly from track and cross-country races. Marathon recovery takes considerably longer. There's one sad case of a 20-year-old who ran a 2:27 marathon one Sunday in 1967. On Monday, his coach sent him through 20 quarters at 65 seconds each "because he needed the speed after running that distance." The runner suffered severe hamstring damage and didn't begin running again until recently. He was an extreme example, but there have been others. Marathons demand high physical and emotional expenditures, and the "debt" isn't repaid overnight. Keep this in mind when planning the next few weeks' schedules.

5. In 1971, there were nearly 100 marathon races in the United States. Once marathons get in a guy's blood, he'll want to run every one he can. One 19-year-old freshman from a California school recently ran four in a month. Maybe others could do it, too. But on the whole it doesn't seem wise to run marathons this close together. Because of the recovery that's required—physical and emotional (which is just as real, though less visible)—you're inviting trouble by stacking one on top of another. Besides, a marathon is a special race, and running too many of them destroys the "specialness."

6. Road running has a democratic tradition, it's unwritten creed being, "No one is too slow to run." It's hoped the colleges will continue this tradition by opening the marathon to any and all students who meet the normal NCAA eligibility standards. That's not saying, "Pay the way of 40 or 50 runners who want to go to the championships." But merely allow them the opportunity to run there if they want.

7. This suggestion may strike coaches as radical or controversial. But, believe me, there are practical considerations behind it. Don't score by teams. This would relieve the understandable temptation to recruit a reluctant runner who wouldn't try a marathon except that "the team needs me." The experience could be traumatic for an unwilling, unprepared man.

8. Throughout the country, there's a sizeable and growing group of "road specialists" who don't race on the track and only venture into cross-country sparingly. Welcome them. They could be the core of your marathon "team." Cater to their needs, too, by seeing that they get to road races throughout the year. It is hoped the NCAA's move to add the marathon would be a first step towards adding a full list of long-distance championships—10, 15 and 20 miles, or their metric equivalents.

9. Marathon runners are perhaps the most committed, self-motivated individuals in the sport. They have to voluntarily cover distances like this. In coaching, it would be wise to take these personality traits into account. You may not be seeing much of the marathoners. Typically, they don't lean heavily on their coaches for counsel. They disappear into the countryside on their daily treks. As you watch them disappear, be happy that they go so willingly, and rest assured that they'll be doing their quota of miles. Your major job may be warning them to do less running rather than urging them to do more.

10. While a marathoner's coach may be doing little actual day-to-day work with the runner, he'll have a big logistical task when the race comes. A 26-mile 385-yard tour of the roads is an unwieldy event—almost as difficult to follow as it is to run. Runners demand directions, splits, refreshments, and most of all encouragement. As independent as they are in practice, marathoners become remarkably dependent when racing. No one can see to their needs better than coaches.

HOMework FOR COACHES

Not many years ago, a distance running devotee would have been hard-pressed to find reliable, detailed technical information. No more. An array of it is available—for a price, of course. A coach can find a periodical or book to answer almost any question, providing he knows where to find it. These specialized materials aren't available at the corner bookstore or on the local drugstore's magazine rack. You usually have to get them directly from the publisher, or from a dealer specializing in running literature.

Here are lists of magazines and books that are most likely to provide useful information for the coach—and the athlete coaching himself.

PERIODICALS

Athletics Coach (26 Park Crescent, London, W1N 4BQ, England)—The official publication of the British coaches' association; excellent technical coverage; published four times a year.

Athletic Journal (1719 Howard St., Evanston, Ill. 60202)—Covers all sports; some good, basic articles on coaching distance runners; published monthly.

Athletics Weekly (344 High St., Rochester, Kent, England) —In-depth reporting of all phases of track and field; many fine practical articles; published weekly.

Booklet of the Month (P. O. Box 366, Mountain View, Calif. 94040)—Each booklet covers a single topic; many of the booklets devoted to technical topics; published monthly.

Coach and Athlete (1421 Mayson St. N.E., Atlanta, Ga. 30324)—Similar to Athletic Journal, covering all sports; published monthly.

Long Distance Log (P. O. Box 190, Tucson, Ariz. 85702)—Primarily a results-oriented magazine, but includes some “how-to” articles; published monthly.

Modern Athlete and Coach (70 South Terrace, Adelaide, South Australia 5000, Australia)—Superb technical reporting; all events; published six times a year.

Racing Report (P. O. Box 366, Mountain View, Calif. 94040)—Primarily emphasis to schedules and results, but each issue has a training profile on a leading distance figure; published 24 times a year.

Runner's World (P. O. Box 366, Mountain View, Calif. 94040)—An all-distance running/race walking publication; much space given to technical features; published six times a year.

Scholastic Coach (50 West 44th St., New York, N.Y. 10036)—Another of the magazines aimed at the high school coach; covers all sports; published monthly.

Track & Field News (P. O. Box 296, Los Altos, Calif. 94022)—Detailed reporting of results and statistics; many excellent features, some of a technical nature; published 18 times a year.

Track Technique (P. O. Box 296, Los Altos, Calif. 94022)—Superb technical reporting for all events; much of value to the coach; published four times a year.

BOOKS AND BOOKLETS*

American Training Pattern, by Tom Rosandich, Bob Lawson and Paul Ward—A practical approach to running training in US schools; paperback, 70 pages, published 1969.

Champions in the Making, by Payton Jordan and Bud Spencer—Quality training methods for all events; hardback, 280 pages, published 1968.

Complete Guide to High School Track and Field Coaching, by Ray Kring—Chapters on organizing the prep program, as well as training hints for all events; hardback, 235 pages, published 1968.

Computerized Running Training Programs, by Jim Gardner and Gerry Purdy—A unique system for individualizing running workouts; paperback, 222 pages, published 1970.

The Disabilities and Injuries of Sport, by A. Abrahams—A vital, practical handbook summarizing prevention and care of athletic injuries; paperback, 93 pages, published 1961.

High School Runners and Their Training Programs, by Joe McNeff—Includes the workout programs of over 1000 recent prep aces, 440 and up;

paperback, 128 pages, published 1968.

Guide to Distance Running, edited by Bob Anderson and Joe Henderson—The complete book on distance running, including sections on races and racing, coaching and training, the basics, psychology, the people, and a huge selection of photos; paperback, 208 pages, published 1971.

High Above the Olympians, by Bud Spencer—The biography of controversial coaching great Dink Templeton, with fundamentals of each event—as he taught it; hardback, 320 pages, published 1967.

How They Train, by Fred Wilt—Still one of the most complete collections of running training data ever published; programs of top stars, 800-10,000m; paperback, 121 pages, published 1959.

Injury in Sport, edited by J. R. Armstrong and W.E. Tucker—Covers the physiology and medical problems of all sports; written in terms the layman can understand; hardback, 628 pages; published 1964.

International Track and Field Coaching Encyclopedia, by Fred Wilt and Tom Ecker—Recognized authorities from throughout the world—22 of them—contribute chapters filled with latest in technical advances; all events; hardback, 350 pages, published 1970.

Long Distance Running, by Martin Hyman and Bruce Tulloh—Training techniques, theories, etc., for two-milers to marathoners; paperback, 31 pages, published 1966.

Middle Distance Running, by Percy Cerutti—The forceful, unorthodox Australian coach offers his opinions on a wide variety of distance topics; hardback, 197 pages, published 1962.

Middle Distance Running, by A. P. Ward—Techniques, tactics and training for races up to six miles; paperback, 56 pages, published 1967.

Mr. Controversial, by Percy Cerutti and Graeme Kelly—Cerutti's methods, philosophy and personality; hardback, 168 pages, published 1964.

Modern Track and Field, by Ken Doherty—A classic of track and field technical literature; thorough studies of methods for all events; hardback, 512 pages, published 1963.

Modern Training for Running, by Ken Doherty—The relative merits of many different distance training methods, plus chapters on motivation, role of the coach, etc.; hardback, 280 pages, published 1964.

Olympia Cross-Country Clinic Notes, edited by Tom Rosandich—Articles on all phases of cross-country running and organizing, by 26 high school and college coaches; paperback, 120 pages, published 1968.

Problem Athletes and How to Handle Them, by Bruce Ogilvie and Tom Tutko—An attempt to identify and overcome the psychological problems which block high-level athletic performance; hardback, 195 pages, published 1966.

Road Racers and Their Training, edited by Joe Henderson—Detailed data on the training, philosophies, etc., of 60 top road runners from all age groups; paperback, 96 pages, published 1970.

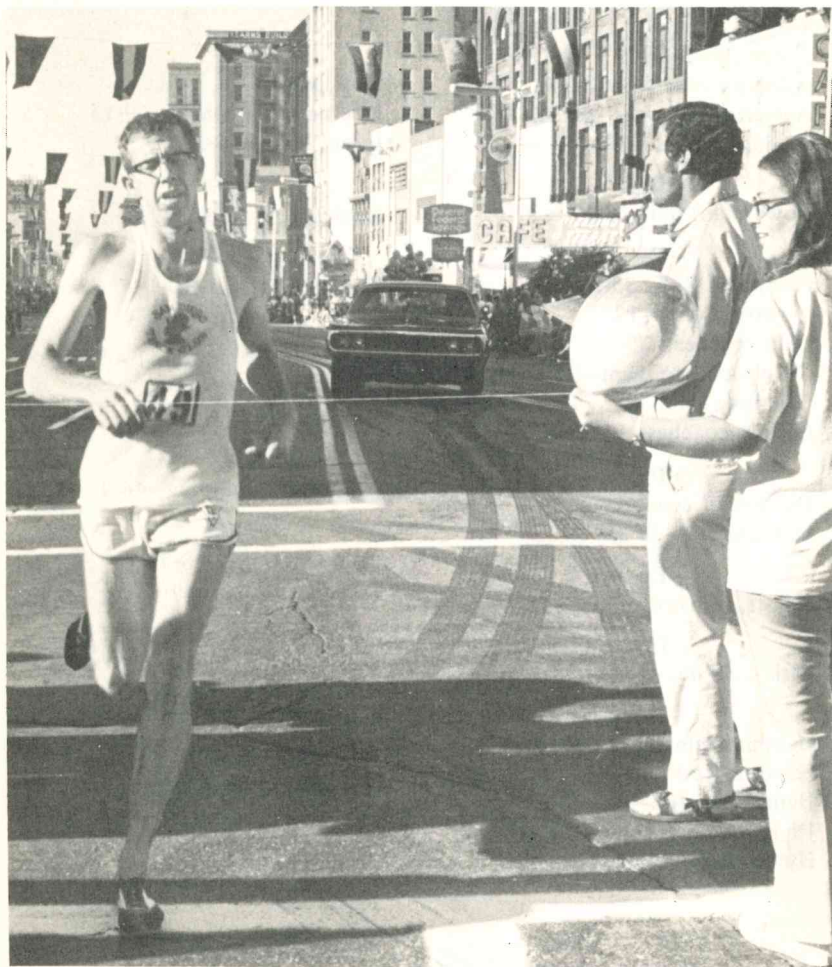
Run Run Run, by Fred Wilt—Descriptions of all training methods and other technical data for all running events; paperback, 281 pages, published 1964.

Stampfl on Running, by Franz Stampfl—A thorough account of the acclaimed coach's interval training methods; hardback, 159 pages, published 1956.

Track in Theory and Technique, edited by Tom Rosandich—A compilation of articles by top-class specialists; covers all events; paperback, 410 pages, published 1964.

What Research Tells the Coach About Distance Running, by David Costill—A report of the latest research findings on running, along with their practical applications; paperback, 49 pages, published 1968.

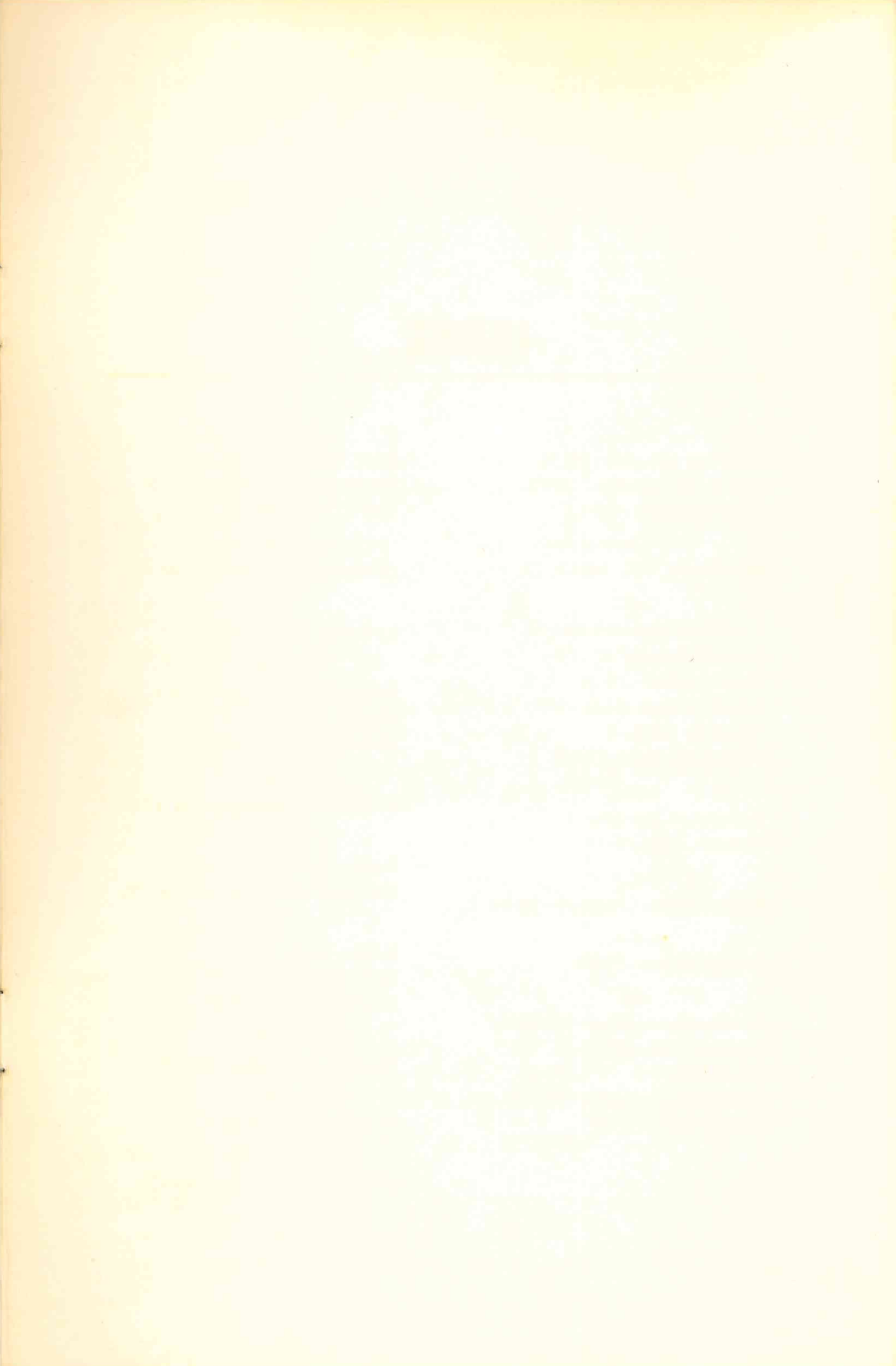
*(*All books listed here, plus several dozen others, are available from Runner's World, Box 366, Mountain View, Calif. 94040.)*



A marathoner—independent as he is—needs coaching too. An important part of that coaching is assisting the runner on race-day.

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