

AMERICAN PHYSICAL EDUCATION REVIEW

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JAMES HUFF McCURDY, M. D., Editor

FOR

THE AMERICAN PHYSICAL EDUCATION ASSOCIATION

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AMERICAN PHYSICAL EDUCATION REVIEW

JAMES HUFF MCCURDY, M. D., *Editor*

Vol. XIX. No. 5

MAY, 1914

Whole No. 105

INTERCOLLEGIATE ATHLETICS AND THE PROFESSIONAL COACH.*

C. V. P. YOUNG, CORNELL UNIVERSITY.

Dr. E. N. Hartwell, in a report on Physical Training that he submitted to the United States Bureau of Education some years ago, says: "The powerlessness of our educational leaders to originate and their failure to adopt effectual measures for evolving order out of the athletic and gymnastic chaos over which they nominally preside constitute one of the marvels of the time." Although athletics form the most popular and obtrusive branch of physical training, and the athletic movement possesses much greater force and volume than any other phase of undergraduate activity, it is left in the main to the crude and boyish devices of the students themselves, with the not unnatural result that its progress has been marked, almost since the movement began, by a constantly increasing tendency toward extravagance and professionalism. The question which, it seems to me, is looming up to-day as the most important and far-reaching with which our educational authorities have to deal is this: What is the place which athletics, and particularly intercollegiate athletics, should hold as an educational factor in the training of the American youth, and how may they best be made to serve that end?

We learn from Doctor Hartwell's review in the report mentioned above, that while the Civil War acted as a check to the revival of 1860 in athletic and gymnastic forms of physical education, the decade after the war saw the growth of a widespread interest in physical training. This was due in large measure to the return to their homes and civil life of large bodies of young men whom the life afield had subjected to strenuous physical activity. The influence exerted by this contingent was far more potent in the department of athletics, however, than in that of gymnastics or of military drill. Baseball and rowing developed rapidly, and led to the multiplication of intercollegiate athletic con-

* Read at the annual meeting of the Society of the Directors of Physical Education in Colleges, New York, December 31, 1913.

BASKET BALL.*

DOCTOR JAMES NAISMITH, UNIVERSITY OF KANSAS.

It appears to be generally conceded that no paper on physical education is quite orthodox unless it traces its descent from the period of Greek culture, but I assure you that I shall not follow that precedent, for basket ball, unlike the great majority of our games, is not the result of evolution but is a modern synthetic product of the office. The conditions were recognized, the requirements met, and the rules formulated and put in typewritten form before any attempt was made to test its value. These rules, as typewritten in the office, which are now in my possession, are identical with the rules as first published and remained unchanged for almost two years. Their first appearance, in print, was in the *Triangle*, the school paper of the Y. M. C. A. College at Springfield, Mass., in the issue of January, 1892, under the heading, "A New Game." In the twenty years of its existence the game has been carried to the ends of the earth, and it is to-day in all probability one of the most widely known and played of all games. Its popularity and extensive introduction are due primarily to three factors: first, there was an absolute need for such a contribution; second, it was founded on fundamental principles; third, it was produced in an international institution, which gave it a world interest.

Physical education, in the early nineties, was confined almost exclusively to gymnastics, derived from a twofold source, the apparatus work of the German, and the free work of the Swedish systems. Athletics as we know them to-day were little used in the work of a department of physical education, games hardly at all. About this time there was a growing interest in games because of their human interest and their adaptability to inter-collegiate contests. There had been a steady growth in these since the seventies when intercollegiate sports really began, but they were largely outside the scope of physical education. Those individuals who in the fall season were interested in and took part in football, found that, in the winter, apparatus work was more or less tiresome and uninteresting, while the influence that it might have on the individual did not appeal to the youth who did not know that he had a stomach, save as a receptacle, nor a heart, save in a figurative sense. This left a period of physical inaction for a great many persons who enjoyed participation in

* Presented at the Eighth Annual Convention of the National Collegiate Athletic Association.

a wholesome form of competition. Basket ball was introduced as a deliberate attempt to supply for the winter season a game that would have the same interest for the young man that football has in the fall and baseball in the spring. There was a place that ought to be filled and that apparently was filled by basket ball.

The first principle on which the game was based was that it should demand of, and develop in, the player the highest type of physical and athletic development. This type in the mind of the writer was the tall, agile, graceful, and expert athlete, rather than the massive muscular man on the one hand, or the cadaverous greyhound type on the other. This necessitated that every player should have approximately the same kind of work; that it should demand of him that he be able to reach, jump, and act quickly and easily. Lacrosse was the ideal game to develop this type, but it was impossible to use it or adapt it for an indoor game. But the sport that we sought should embody the same factors.

The second principle was that it should be so easily taken up that any individual could make a fair showing without a long period of practice. It was necessary, therefore, to have very little apparatus and that so easily handled that anyone might make a start. The conclusion was that it should be played with a large, light ball. The only ball that answered that description was the Association football, and the first rules said that the game should be played "with an ordinary Association football."

The third principle was that, on account of the size and varying conditions of the gymnasiums of that time, it should be possible to play the game on any ordinary gymnasium floor. It is interesting to note that it was first played by two teams of nine men each, on a floor 35 x 45, equipped with apparatus, and having a running track in the gallery.

The fourth principle was that it should be capable of being developed to such an extent as to hold the interest of the player when he had become expert in the fundamentals of the game. In other words, it must be capable of being played as a team game. It has been thought that this element is being over-emphasized, but the game must have this quality in order to succeed. Indeed, it is the phase that is most interesting to this Association, as the scope of our work is intercollegiate athletics. That the game has the power to hold the interest of the expert makes its use as an intercollegiate sport possible.

With these principles in mind the several games were passed in review or tried out on the floor, but none of them seemed to meet the requirements. Football was too rough, so was Association football; baseball, lacrosse, and tennis were impossible at that time of the year. Track athletics lacked the element of personal competition with a moving competitor, while the gymnas-

tic games lacked the team element. It was plainly evident that there was need for a new game.

The confident assertion that a game could be devised to meet these requirements was met with incredulity and a quiet assumption that the ideal could not be realized. At the same time ample opportunity was given to demonstrate the possibility of such an accomplishment, and the opportunity for testing it was supplied by a class of young men who were compelled to take gymnastic work one hour per day, and whose frame of mind was such that a strike was the only outlet for the natural feeling—and basket ball was the result.

A simple process of reasoning gave the clue that introduced a new element into the game and marks it from all others. This was so simple that the results are surprising. The roughness in football is due largely to tackling. This is necessitated because the opponent is permitted to run with the ball in his possession; therefore, if we eliminate the running, we eliminate the tackling and its consequent roughness. The first step was therefore to prohibit a player from running with the ball in his possession, but he was permitted to throw it in any direction, either to make a point or to pass it to a team mate. This at first sight seemed to take away the possibilities of the game, but when the individual was permitted to move about anywhere, so long as he did not have the ball, the game became spirited and kaleidoscopic.

Association football was rough because of the fact that the ball is kicked through a goal, and the more forceful the kick, the greater the probability of scoring. This would be equally true if the ball were thrown through a goal. To eliminate this form of roughness, it was necessary to so modify conditions that in order to make a goal the ball should be thrown with care rather than with force. A change in the position of the goal solved this problem, for if the opening of the goal were horizontal and above the head the ball would have to be thrown with a curve and this source of roughness would be disposed of.

On asking the janitor for a box of about eighteen inches in width, he informed me that he had a couple of large peach baskets. These were fastened to the gallery for goals and from these the name basket ball was derived.

Another difficulty remained unsolved, how to start the game without kicking or scrimmaging. A solution came from Rugby, where, when the ball goes out of bounds, it is returned by throwing it in between two lines of players. Then in order to avoid the scramble for the ball, which generally ensued, it was decided to throw it up between two men selected for this purpose. Kicking and hitting the ball with the fist were prohibited from the first. With the elimination of running with the ball, there was no excuse for any personal contact, so that all manner of holding or handling the person of an opponent was absolutely prohibited.

This has been a point of conflict ever since, but, according to the fundamental idea, there should be no doubt as to the proper attitude toward this feature of basket ball.

In two weeks from the time that the task was undertaken, the game was ready for its trial, and it was with a good deal of anxiety that I anticipated the outcome. The first exclamation by a bystander upon seeing the baskets was far from encouraging—"Huh, a new game!"—and under this caption it appeared in the *Triangle*. It was not until some time later that, in a conference with this same man, it was decided to call the game basket ball, and in the first issue of the "Guide" it was so called.

ITS DEVELOPMENT.

The development of basket ball has been along three main lines. First, the rules were adapted for amateur teams, in an attempt to make the game beneficial to the players, while encouraging legitimate competition for the interest of the men and the organization, rather than for the benefit of the spectators. For this class there have arisen two sets of rules, the A. A. U. and the Collegiate, differing only in one essential, namely, that in the latter the player may make a play after dribbling, while in the former he is restrained. There was need for a divergent set of rules so long as there was a difference in the size of the courts, but as soon as the fields are large enough to admit of the dribbles, there will be no reason why there should be two sets of rules covering the same field.

The second group is that of the purely professional, where the rules are made for the spectator rather than for the player. This has been developed in and around Philadelphia, which is the home of professional basket ball. The professional game was developed through the reluctance of the Y. M. C. A.'s to give time and space to the sport, in the regular work of their gymnasiums. The players who had become expert and were enthusiastic over the game organized teams outside of the Associations, and thus the professional teams began. The aim of their rules was to make the game as fast as possible, for the sake of the spectators; the players are enclosed in a cage so that the ball never goes out of bounds, at the same time giving more space for the spectators. However, this has had the effect of slowing the game, as there are so many occasions for a held ball.

A third line of development was the introduction of changes to adapt the game to the characteristics of girls. The game was played at first according to the rules used by boys; but a misinterpretation of the diagram, illustrating the floor, by some of the Western institutions, gave them the idea of dividing the court into three parts. This avoided the danger of overexertion and exhaustion, which would naturally result when running from end to end of the field was permitted.

A second change was one intended to prevent any opportunity for a struggle over the possession of the ball. Therefore, a rule was formulated that whoever first got possession of the ball with both hands was allowed three seconds in which to dispose of it.

Thus at the present we have these four sets of rules. It seems to me a good provision that the different classes of players should have a game adapted for their own needs; but where the condition of the players and the grounds is similar, there seems little use for more than one set.

ITS DISTRIBUTION.

The distribution of basket ball has been along several lines. The first organization to take it up was the Y. M. C. A. This was natural since it originated in their Training College, and it was carried by the students to their home Associations, thus attaining an international scope. One of the players on the first team went to India, another to China, another to Japan, while others carried it over the United States and Canada. The first team was scattered over the world, carrying the game with them. The drawings for the first copy of the rules were made by a Japanese, who later went to his home country. Ever since, the Associations have been the great exponents of the game, and to-day it is played in most of the Associations of the world.

According to statistics supplied by Mr. Ball, one of the international secretaries, there are in the United States 1037 representative teams playing the game. There are a total of 5773 organized teams reported, which would make about 40,000 persons playing organized basket ball. And, if we include the Associations that use basket ball as an adjunct to the regular physical work, the estimate of Mr. Ball is 150,000 members who play the game.

In February, 1892, just one month after the first appearance of the game in the school paper, we find that it had been adopted as a part of the physical work in the Elmira Reformatory, and was used as a recreation and development for the inmates. It is, to-day, recognized as a useful adjunct to the physical and moral education of the youth in these institutions. Hon. H. W. Charles, of the Kansas Industrial School, writing of the game says: "Inasmuch as the inmates are usually lacking in physique and control, much stress is laid on those exercises which will correct these defects. I do not hesitate to commend basket ball as one of the most valuable factors in remedying these conditions."

The first educational institution to introduce basket ball was Carroll Institute, of Washington, D. C., as it was played there in February, 1892, or less than one month after it appeared in

print. Cornell was the first college to use the game as a recreation, and there also it was first prohibited. So many men were playing on each side that, in their efforts to get the ball, fifty men would rush from end to end of the gymnasium, and the apprehension that it would do damage to the building led to its prohibition as a class recreation.

Yale was the first college to send out a representative team, as the Yale team played when they had to meet other institutions than colleges. In 1896, Pennsylvania, Wesleyan, and Trinity were playing the game and had representative teams. The University of Iowa was the first of the Western colleges to make it an intercollegiate sport. About the same date Nebraska University was playing the game. Kansas sent out its first representative team in 1898. Since then the spread in the colleges has been rapid, until to-day there are few colleges that do not have a representative team.

In the Army there are teams at the different forts, Leavenworth having twelve teams, Fortress Monroe nine, and others having representative teams. In the Navy, thirteen ships have teams which play whenever they have an opportunity, and this is encouraged by the Y. M. C. A.'s wherever possible. In the Canal Zone, there have been teams playing inter-city games, and last year there was a league of five teams playing the intercollegiate rules. In South America it is obtaining a foothold, and leagues are being formed in the different countries.

The spread among the high schools has been very great, especially in the West, where the state universities have encouraged it by holding an annual tournament. Nebraska University had a tournament in which there were fifty teams; Kansas held one in which there were thirty-three boys' teams and seventeen girls' teams; Washington, one with ten; Montana, one with twenty-nine; and Utah, one with thirty-three teams. These figures do not represent all the teams that played the game, but only those that felt that they had a chance of winning the tournament.

Basket ball is especially adapted for high schools, as it develops those traits which should be developed at that time of life. It is individualistic and at the same time it encourages coöperation; it develops the reflexes which must be developed at that time, if at all, in the ordinary individual. It can be played with few men and is inexpensive.

Another phase of the work is in the Sunday school leagues, chief among which is the league in Springfield, Mass., managed by the Training School. This phase is extending to other cities; Kansas City has a league of sixty-five teams.

In the playground, it has found one of its most fruitful spheres, as it interests more individuals, with less oversight, than any other game. In the New York Park Playground there are 300 teams organized. Foreign countries are organizing teams and

playing the game either in connection with the Y. M. C. A.'s, schools, or colleges.

The game had hardly been well started before the girls saw its possibilities for their use. A company of school teachers in Springfield, Mass., organized two teams and played the game in Armory Hill Gymnasium. The game was illustrated at a convention in Providence, R. I., and it was carried to some towns of New England. Smith College early took it up and played it as an interclass game. The students going out from that institution spread it over the country, and in 1894 it was used in Wolfe Hall, a ladies' seminary in Denver. From this institution it spread to the high schools of that city, and soon there was a league organized. In 1896, the girls of Leland Stanford met a team from the University of California.

The schoolgirls of the Philippines are using it as a class game, and it is recognized by the authorities as one of the school interests.

In a recent work on the customs of Japan, basket ball is mentioned as one of the forms of recreation and development for the Japanese girls. The girls of China, even some of them with their crippled feet, play the game in that country. Australia has a league of girls' teams playing a series of contests. In England the girls of Oxford University play it as an outdoor sport.

In our own country the game is popular with the high school girls, and it forms one of the few games that they can use for recreation and competition. There is objection to the game when used as a spectacle for girls' teams, but it is rapidly assuming its true place in the education of the girls. In one high school of Brooklyn there are thirty-two teams playing interclass games, and they are given a definite time on the day's schedule. Smith College has consistently used it as an intramural sport. The game as played by these institutions is the modified game for the girls, and this adds to its permanence and usefulness.

To see how basket ball appeals to and encourages the type of athlete set up as an ideal at the inception of the game, it is interesting to note the charts of the basket ball players. For this purpose I have introduced a chart showing the average measurements of the men who have earned their letter in basket ball at the University of Kansas. The player is about a 70 per cent man, symmetrical with the exception of the left arm, which is slightly smaller than the right. When compared with the ideal athlete of McKenzie, he is one-tenth of an inch taller and ten pounds lighter. The chest is not so muscular, but is flexible. This was to be expected as a development from a game that demanded so much from the lungs and heart. It is impossible to show the development in physical judgment, skill, and control, and those attributes which go to make up the ideal athlete.

	(A)	(B)	(C)	
Height	69.1	72.9	72.4	Column A. The average of basket ball players of the University of Kansas.
Weight	149.0	168.0	149.0	
Neck	14.1	14.5	14.3	
Chest (con.)	33.7	34.2	34.8	Column B. The measurements of the captain of the University of Kansas basket ball team.
Chest (exp.)	36.8	38.8	38.7	
Waist	29.9	31.6	29.0	
Right Arm	10.5	10.9	10.2	Column C. The measurements of the best all-round athlete of the University of Kansas (football, basket ball, track, baseball, and gymnasium).
Right Arm up ...	11.9	12.3	11.4	
Right Forearm ..	10.5	11.3	10.5	
Left Arm	10.2	11.0	10.1	
Left Arm up	11.4	12.4	11.2	
Left Forearm ...	10.2	11.1	10.0	
Right Thigh	21.2	21.8	21.0	
Right Calf	13.9	14.8	13.3	
Left Thigh	21.0	21.9	21.0	
Left Calf	13.9	14.9	13.3	

BASKET BALL AS THE TYPE OF A COLLEGE GAME.

It is intrinsically an open game, and exhibits skill rather than science. Audiences must expect to appreciate an exhibition of muscular activity, grace of movement, and immediate response to varying conditions rather than to see their team defeat the other. The game is enhanced by clean, rapid play, for it is then that skill can be shown, both in handling the ball and in intercepting passes by the opponent, so as to get the ball into the possession of the quicker team. It is not in a class with football, where the ball marks the progress of the game, and a partisan can become enthusiastic over a game, the science of which he knows nothing about. The main interest in basket ball lies in watching the activity of the players and the kaleidoscopic changes which take place. Every moment of a game is full of thrills, when expert players handle the ball. The instantaneous action of the reflexes, when a ball is caught, in deciding where it shall go, demands a great amount of coordination. There is not time to think out a play, but reflex judgment must control, and the action must be performed with lightning rapidity. No prettier sight can be found in athletic achievement than in a game where the ball, without any preconceived plan, passes from man to man in a series of brilliant movements and lands in the goal, or is cleverly intercepted when a goal seems inevitable. We watch such a game with an increasing admiration for the wonderful capacity of the human frame for accomplishing the seemingly impossible. No amount of rough work, even if it should result in a goal for our side, can compare with such a spectacle. It is indeed a narrow mind that puts goals before grace, scores before skill, or marks before manhood.

Institutions must sooner or later learn to judge the success or failure of a team as much, at least, by the manly attributes exhibited, as by the score. The problem of team games to-day is

to discover some method of scoring that will include the attributes of skill and self-control.

One of the conditions that was thought necessary for the best kind of a game was that it should be capable of team work. This feature has been developed from the first, but there are two kinds of team work; *coöperative team work*, in which each player uses his team mates at the right time, and to the right extent, and has become so accustomed to doing this that he does not stop to think, but acts reflexly; *machine team work*, in which every man does that which he has been told to do and does it the same way every time.

Games differ in their capacity for one form or the other; e.g., Rugby is coöperative, American football, machine-like; lacrosse is coöperative, baseball, machine-like. Each of these has its own advantages. Coöperation develops the individual, machine play, the game; the former develops the general reflexes, the latter specializes; the former makes the player broad and independent, the latter makes him a cog; the former develops initiative, the latter, subordination; the former makes him depend on his own resources, the latter makes him dependent on the coach.

Basket ball has possibilities for both forms, but up to the present the former has been emphasized. There is a tendency to develop the machine type, but the effort of the Rules Committee has been to minimize this and to lay the main stress on the development of skill and initiative, the result of which will be the development of the spectacular rather than the partisan form of competition.

Games are instinctive, and intended to develop the individual for the business of life. The educational value of a game, therefore, should be judged by its effects on the powers of the participant. If it makes him better able to master the circumstances of life it is a benefit; if it hinders this, or if it is of negative value in this respect, then it cannot justify its place in a college program. The sports of early times developed brute strength and physical endurance, but neither of these is necessary for the college man after his graduation. But there are many factors that can be developed that would make him a better man and a better citizen. The attributes that are demanded in the life of the twentieth century are initiative, activity, quick judgment, adaptability to conditions, self-control, perseverance, and concentration. These are the attributes developed by basket ball. It is therefore a means of education.

Basket ball is one of the games that attract the player, apart entirely from the competitive element. It is one of the games in which a small group will work trying to make goals. There seems to be an attraction in endeavoring to put the ball in the basket, a desire to acquire the skill necessary to make goals, aside entirely from the feeling that you are doing better than

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someone else. Of course, the added interest that comes from a good contest makes it all the more attractive. It is this factor that makes it particularly adapted for interclass games and for the development of the individual. It is unnecessary to adapt the rules to suit the spectators, for it will be played wherever a goal and a basket are found. Even should it be put aside as an intercollegiate sport, it still has a part to play in the education of man. But the intercollegiate element is necessary to get the best out of the sport.

THE FUTURE OF THE GAME.

The future of the game lies in the hands of the coaches and officials. The rules of the intercollegiate game are as nearly perfect as can be under the present conditions. Every safeguard against roughness has been introduced, in order to make the game as clean as possible. It is clearly within the power of the official to so enforce the rules as to make the game an ideal one, for the spectator as well as for the player. It is absolutely necessary that the game be kept free from objectionable features; first, because every play is right before the audience, and every act and even every word is within the range of every spectator. Any roughness therefore is immediately detected and becomes the subject of audible criticism. This is, in turn, heard by the players, and they feel that, if the official does not enforce the rules, they must themselves retaliate or be considered cowards, so that further roughness occurs and mars the game.

Second, the attitude of audiences towards the game is different to-day from what it was several years ago. Now everyone is looking for a square deal, and the official who does not give it is likely to hear from the audience. The official who does not rule as they think he should is condemned and brings the game into disrepute.

In a recent criticism of the rules there was a statement that it is impossible to play a defense, without playing the man rather than the ball. This is a shortsighted policy, as it is not necessary to keep the score small, for the scoring of goals is one of the interesting features to the spectators, and any score around thirty is not too large. In football there are from eight to twelve minutes of actual play, while in basket ball every minute, from the start to the pause for a goal or foul, is one of intense activity. Playing the ball does not mean that the opponent should be ignored, but that, instead of trying to keep him from scoring after he has obtained possession of the ball, a guard's object should be to prevent him from getting the ball at all. The latter calls for more skill than the former, for if the guard were allowed to hold the forward, it would be impossible to make points; but it would then be a tug-of-war, not basket ball.

Those who complain of the roughness of basket ball surely do not interpret the rules aright, for there is not a single provision that allows of any personal contact between players. How anyone can make a rough game of it and follow the rules is hard to understand. If any individual game is rough, the blame cannot be laid on the rule makers, for everywhere is emphasized the fact that the game should be kept free from personal contact in even the slightest degree. It is easy for an official to let fouls pass unnoticed for a time at the beginning of the game, and then endeavor to make the rulings strict after complaint has been lodged. It is infinitely better to be strict from the first, then the players will know what to expect, and will play accordingly. The officials should know the rules of the game and enforce them according to their letter and spirit, rather than according to the desire of any coach, manager, or audience.

In those sections of the country where the game has been kept clean, open, and free from roughness, it has grown in popularity and in esteem. But wherever the officials have been lax, or indifferent about the enforcement of the rules, the game has lost in popularity, and in some cases has been dropped because of its reputed roughness. In the Middle West, players and audiences have commended the work of the very strictest officials, while they have uniformly condemned the work of those who were lax, and allowed roughness to creep in.

The *responsibility* of the coaches is even greater than that of the officials, as many of the latter are influenced by the attitude of the coaches. When the coach lacks the knowledge or ability to perfect a team in individual skill, he is willing to permit holding, in order that his men may keep the score down. He may even request that fouls be overlooked; thus roughness is introduced, for which the rules frequently get the blame. Or the coach may refuse to accept an official who is known to rule strictly and in accord with the spirit of the game. Thus the official to retain his popularity frequently officiates as the coaches ask. I have been asked by members of this Association if there was not some way to change the rules so as to eliminate roughness. There is apparently only one way to meet this difficulty, namely, to have the officials responsible to a Central Board, to get the information from impartial sources rather than from coaches and managers. At the same time dissatisfaction on the part of the coaches could be weighed, and a just estimate of the work of an official could be obtained.

RESPONSIBILITY OF THIS ASSOCIATION TO BASKET BALL.

While the Y. M. C. A.'s were the early pioneers who carried the game into many countries, this body is now largely responsible for its growth and development. Formerly, it was recog-

nized as a factor in recreation and physical development, and later, as having a value as a means of inculcating ethical instruction. To-day, without losing any of its powers, it has become a part of our educational systems, and in many cases is being introduced into the school program. The teachers in the elementary and secondary schools are graduates of our normal schools and colleges, and the attitude towards the game which they have acquired from their *alma mater* is likely to be the one which they will bear to it when they are responsible for its conduct, whether professionally or incidentally. That college men have an important part in the development of basket ball is seen in such instances as that of Goodhue, who introduced it into Syria; Exner, who organized it in one of the districts of China; Alford and Overfield, who made it popular in Alaska; Gray, who gave it an added impetus in India; the engineers in the Canal Zone, and the multitude of college men who are controlling the game in our high schools and academies.

Therefore, while the immediate responsibility of this organization is primarily with intercollegiate contests, yet it should use every means to put basket ball, as well as every other sport, on such a basis that it will be a factor in the molding of character, as well as to encourage it as a recreative and competitive sport. This organization should take such measures as will result in a rigid enforcement of the rules as formulated, and encourage a manly respect for the rights of others. So much stress is laid to-day on the winning of games that practically all else is lost sight of, and the fine elements of manliness and true sportsmanship are accorded a secondary place. One great problem for this organization is the formulating of a system of scoring that will take cognizance of these traits of manhood or the development of traditions which will make it impossible for a college man to take advantage of an opponent, save in those qualities which the sport is supposed to require. The bane of basket ball to-day is the attempt to evade the laws of the game and even the rulings of the officials. There is no more reason why we should take an illegal advantage of an opponent in basket ball than that we should put our hand in his pocket and take his wealth. Few college men would take money or valuables from another, yet they are taught by the practices of our sports that it is not dishonorable to take an illegal advantage of another, if there is little prospect of being caught. To-day, a player hardly dares do the manly thing if it will mean a loss of points, lest he incur the ridicule of the bleachers and the sneers of his college mates. The man who does what he knows to be right, when he thereby fails to score points, too often incurs the wrath of the coach and the scorn of his team mates.

If athletics are to occupy the place that they might in the development of the college man of the future, they must take

cognizance of the manly traits as well as of the development of physical skill and ability. This organization, composed mainly of faculty members whose interest is in the making of men rather than in the making of athletes, is the body to inaugurate such a movement. It should set the standard by which a sport is judged, and then, by education and, as far as possible, by legislation make the forward step in the development of intercollegiate contests.

As a member of the Basket Ball Rules Committee, I wish to say that that committee has done everything in its power to make the rules the very best possible. I believe that they are adequate to meet the situation, but their power is limited. While they may make rules of the very best, they have no power to enforce them, and each college is a power unto itself, and may make such provisions that the good of the rules is annulled. It is entirely within the province of this organization to take the next step in the development of an observance of the rules and the cultivation of true sportsmanship. If this body, composed of representatives of the great colleges of this country, and of representatives of the great athletic conferences of our colleges, should go on record as in favor of a rigid enforcement of the rules, clean sport, courteous treatment by players and spectators, and a fraternal spirit between college men, it would introduce a forward step in intercollegiate contests. The field would be broadened, and a true conception of a college athlete would ensue when we would realize that a college contestant is primarily a gentleman, secondarily a college man, and incidentally a basket ball player.