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BULLETIN    NO 3    1934 - 35

Edited by Geo. R. Edwards,  
University of Missouri

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by Nick Kerns

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Sponsor Basket Shooting Contest

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Big Tournament for Next Olympics

P. S.:—WILL SEE YOU AT THE NATIONAL CONVENTION IN CHICAGO.

APRIL 3, 4, AND 5, 1935.



## OUR RELATION TO THE GAME

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by Nick Kearns,  
Big Ten Basketball Official  
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The importance of basketball officials in our game is evinced by the care and precision with which the coaches select them. They are not picked out of a clear sky, nor from names in a hat. They are carefully considered, and the coaches, as a rule, correspond with each other regarding certain individuals who should officiate in their particular games.

In the selection of these officials the coach, above all, must have faith in the man's honesty. If the coach has the slightest doubt about the official's honesty he should immediately dismiss the latter from his mind. I consider honesty the prime requisite of good officiating. Also, I believe that, if the coach realizes in his selection, that the official has the courage of his convictions, he has selected as good a man for that game as can possibly be found.

For any man who will take a whistle and walk upon the basketball floor with the thought of cheating five boys who are out there with their heart and soul set to win, there is no electric chair or guillotine adequate enough for his execution.

On the other hand, the official is confronted with the coach who is constantly shouting out from the bench, threatening that he will never again engage the official, and otherwise abusing him in the dressing room; and this, from the gentleman who is supposed to be a character builder. A coach's blacklisting an official from future competition in his particular games because of the fact that the official has missed one or more penalties during a game, or has called them extremely close on the particular team which he is coaching, is the cause, on many occasions, of inefficiency on the part of the officials. If we were in a position to penalize by fine the coach who would address us in such manner, there would be no further disturbance, or at least very little, from coaches, during, or after the game; but we would still have blacklisting because there is no organization in back of us. With the exception of the coaches and the schools themselves we stand unprotected.

On many occasions during my twenty years of basketball officiating I have been asked by the president, the trustees, or the director of athletics of many institutions what I thought of his basketball coach. Possibly, if I were truthful, my remarks might lead to the coach's being asked to resign. Realizing that most coaches have obligations in life, such as the support of a wife and children, I have at all times, as I know many of my fellow officials have done, boosted and praised the coach highly. We have been more or less responsible for the retention of a coach for many years after such questions have been put up to us. Why not then have that same feeling towards the basketball official? Inasmuch as you have already designated this man as honest and as having the courage of convictions, why not go along with him and feel as though it is one of the toughest games in our athletic curriculum to officiate to the satisfaction of the coach, the player, and the spectator?



It is my belief that if coaches would have a more definite and friendly understanding with the officials whom they so kindly hire, our game of basketball would improve rapidly. This friendliness and good will would bring about a resultant good feeling on the part of the players, who by their many remarks and actions can force a crowd to terrific boos that we so often hear during the forty minutes of play.

It is my thought that teams who are fortunate enough to belong to a conference should classify their officials as A, B, and C. The man who has been in the game for a number of years and, in your, opinion, is of the better grade should receive a top fee. The man with less experience and less ability than a Class A man should receive a lesser fee. Beginners should be relegated to the C class. I look at this purely from a business standpoint. If I hired a man tomorrow I would pay him for what I got. If he were young and inexperienced I would start him at a minimum wage. As his knowledge and experience improved, his salary would be increased. I believe this also holds good in basketball because I could not expect from a beginner or from the Class B official what I ought to expect from an old timer.

Many times when an old timer is hooked up with a beginner and the game does not go along smoothly enough for the coach, the coach will address his remarks on certain fouls that are missed to the more experienced official because he is expected to carry the load. Why, then, can't we financially reimburse the old timer for the load he assumes in carrying the beginner?

I know that, if the bond between basketball coach and official is strengthened it will improve our game with leaps and bounds. The fact that a coach has engaged the man on the floor because he knows him to be honest and to have courage to call what he sees, should be proof enough that the game will be played according to the rules. We admit our mistakes. Should not a coach also on his defense, offense, and substitutions?

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#### RESULTS OF KANSAS - KANSAS STATE TESTS

The games in which Kansas and Kansas State tested various proposals for rules changes found the two splitting the series. Each team lost its home game. Kansas State won at Lawrence in an overtime contest 39 to 35 while Kansas was the winner at Manhattan 40 to 26.

Votes registered by spectators showed an approval of (1) scoring three points for a field goal; (2) Placing the backboards six feet from the end line; (3) Use of restraining circles for jump balls; (4) Throwing of personal freethrows in the half of the court where the foul was made. Number 3 received only a very small margin of approval while the others were more decisive.

The spectators were almost 3 to 1 opposed to any elevation of the basket



THE EFFECT OF MUSCULAR STEADINESS  
UPON THE SHOOTING ACCURACY OF  
VARSITY BASKETBALL PLAYERS.

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Everett S. Dean, Basketball Coach  
University of Indiana

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INTRODUCTION - Anything that exists, exists in a same amount, therefore it can be measured. Basket shooting ability undoubtedly exists, and existing can be measured. The problem, however, is more difficult than the bare statement of facts would indicate because we must first discover those characteristics which operate either independently, or as a pattern to produce accuracy in basketball shooting; and second, these characteristics must be carefully measured. The keen observer of basketball notices certain characteristics which all good basketball shots seem to possess: eg: among the more predominate are: -- Coolness during the game (muscular steadiness); Speed (reaction time); Vision (to see the field ahead and to the side); Intuition (perceptual ability), etc. The writer, taking his cue from the opening statement of this paragraph had set himself the task of measuring each of these characteristics listed above and connecting the results with the actual scoring record of each individual member of his squad.

THE PROBLEM - Scientifically conducted experiments in basketball have been few and far between, and those that have been made, have been largely of the laboratory type and not in the natural, normal basketball environment. Kellogg, measuring muscular stability, found that exercise produced an increased instability. His study was conducted in the psychological laboratory in an environment far removed from a basketball court. Eaton, (1) measuring the stability of freshmen basketball players in the normal playing environment, found that their stability varied greatly as a result of competition. These two studies mentioned above are typical of the investigations in this field. But they failed to determine the relationship, if any, which existed between muscular stability and changes in muscular stability and other performances. In light of these investigations concerning muscular stability, the chief aim of this study is to determine the relationship of muscular steadiness and changes of muscular steadiness to shooting accuracy.

EXPERIMENTAL CONDITIONS - The apparatus selected to measure steadiness was a modified plate and stylus tester of the Whipple type.

SUBJECTS - The subjects were twenty members of the Indiana University Basketball squad during the season of 1933 - 34.

There were three testing situations:

S1. Just before starting practice.

S2. After one hour of practice.

S3. At the close of practice one hour later.

The apparatus was located in front of the playing floor and the S1 was tested standing with right arm fully extended and straight from the shoulder. The testing period was of 10 seconds duration. The tests were taken each practice period during the entire basketball season.



PROCEDURE - Immediately upon reporting for practice the players submitted themselves for the test. One hour later the same players were given the test again. At the close of practice the players were tested again. This showed the effect of fatigue upon muscular steadiness.

RESULTS - The data collected in this investigation consists of the daily record made in steadiness and the record of both free throws and field goal shooting. The publication of all this data necessitates considerable space, and as our main interest was in the relationship existing between muscular steadiness and shooting ability only averages will be included in this paper, together with correlations.

TABLE I                      STABILITY RECORD

Tests	Subjects																					Ave
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
S1	5.2	2.2	8.8	13.1	11.5	21	3.6	6	5.5	11.5	8.6	12.5	11	17.5	9	7.5	9	7	14.2	6.5	11.6	9.6
S2	10.4	3.6	18.6	17.8	14.3	25.5	13.3	9.6	9.5	12	16.1	24.5	18	26	9.8	12	16	14.2	19	9.2	18	15.1
S3	17.8	7.3	22.3	29.4	18	26	14	10.6	11.5	17.5	20.4	26.5	15	26	14.7	15.6	18	12.9	17.3	10	28.5	18.1

TABLE II                      SCORING AVERAGES

Per cent	Subjects																					Ave
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Field Goals	30	30	33	22	27		35	20	26	30	34	20	20	21	32	30	22	37	22	28	29	27.4
Free Throws	65	60	60	71	60		75	46	59	75	67	52	55	50	69	67	34	70	56	50	54	59.1

The criterion of the part muscular steadiness or lack of steadiness plays in shooting ability is the correlation coefficient existing between steadiness and scoring efficiency. In Table III are the correlation coefficients between the different stimulus situations and scoring ability. These correlations indicate that there is a significant relationship between the changes in muscular steadiness of the basketball player and his scoring efficiency.

TABLE III                      CORRELATIONS

Scrimmage Field Goals	<u>S1</u>	<u>S2</u>	<u>S3</u>
Practice Field Goals	47	23	12
Practice Free Throws	29		92
Average Scoring Games and Practice	53	33	34
	38	43	37

CONCLUSIONS - There are great individual differences in both normal steadiness and changes in steadiness resulting from exercise. There is a definite relationship between steadiness and scoring ability.



### CHANGE IN CONVENTION HEADQUARTERS

Since the announcement in the November Bulletin it has been necessary to re-locate the headquarters in Chicago for the 1935 meeting. The committee has picked the Hotel Sovereign on Chicago's North Side. This choice offers many increased facilities over the original selection. The Sovereign is a large hotel with splendid meeting rooms and a beautiful swimming pool open only to guests. It is only a few steps to Loyola's big gymnasium where exhibition games and demonstrations will be held. The management features care of athletic teams being chosen this year by most of the teams visiting Chicago as well as housing the squads which compete in the National Catholic High School Tournament. Rates are very reasonable with \$2.00 per person for two in a room, and \$1.50 each for four to a suite. Nick Kerns, Big Ten Official, and promotion manager for the Trustees Managing Service at 316 South Michigan Avenue, has charge of reservations and convention arrangements.

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### OTHER BOOKS BY ASSOCIATION MEMBERS

A partial list of texts on basketball of which members of this Association are authors was printed in the December Bulletin. Omitted unintentionally were several valuable works published by the Sayger Sports Syndicate of Tiffin, Ohio.

"Suz" Sayger, president of the Syndicate is an Association member. He is the artist and author of a Sportsmanship booklet which contains fine illustrations of various fouls, violation, officials' signals, and rules interpretations together with space for line-ups, schedules, and advertisements. When quantity purchases are made this booklet is so low in price that many schools are distributing them free to spectators in attempts to increase game interest and promote better sportsmanship.

"Basketball's Assistant Coach", written by Paul "Tony" Hinkle of Butler University is a well illustrated new book which offers many new slants.

"Basketball" by H.G.Olsen of Ohio State University, former president of this Association, shows illustrations of his offense and gives complete series of plays for three set offenses and one rotating offense.

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### WANTS BASKETBALL MOVIE SHORTS

Adolph Lewandoski, coach at the University of Montana, sends in the suggestion that some one of the gifted coaches should use his powers in collaboration with some movie expert to devise some explanatory pictures of basketball plays to be shown in motion picture theaters so that the general public will see more clearly the skills necessary to good basketball. The work of Grantland Rice is his shorts on football, diving, and golf illustrate the type of promotion that Lewandoski would like to see.

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## STUDY OF PLAY AT END LINES

John Bunn, Coach of Basketball  
Stanford University

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There are two places on the basketball court where play is likely to be somewhat congested. These two places are under the baskets and at the center jump. As a result of congestion, play has a tendency to become too rough. In order to eliminate as much of this unavoidable rough play as possible, much rule legislation has been proposed. Modification and even elimination of the center-jump have been suggested to correct the one situation; while 12-foot baskets, more points for goals made from far out in the court, and more space between the backboard and the end line have been advanced to help the other.

This report deals with observations and data taken in connection with different distances between the backboard and the end line. The regular distance according to the present rules (2 feet), a distance of 4 feet and another of 6 feet were used. Data were taken in each case to determine (1) how many balls went out of bounds unavoidably at each end line, (2) how many balls went out of bounds due to the end line, (3) how many out of bounds balls were probably due to the end line, and (4) the number of times that the added distance beyond the regular end line was used. In addition, observation was made as to any difference in the play around the basket and at the end as a result of the different areas behind the backboards.

The data in the columns headed "unavoidable" refer to the number of times the ball went out of bounds at the end line as a result of bad passes or shots missing the goal, etc. In all such cases it was judged that regardless of how far the end line may have been away from the backboard, the ball would have gone out of bounds. No player was in a position in each case to recover the ball before it went out of bounds.

The data in the column headed "due to end line" refers to out of bounds play that in the judgment of the recorder might have been avoided were it not for the limitations of the end line. An example of such a case would be when the player touches the end line with the ball in his possession or while he falls out of bounds in his attempt to keep his balance and remain in the field of play.

The data in the column headed "probably due to end line" refer to play about which there was some question as to whether the ball could have been retrieved or not before it went out of bounds.

The data in the column headed "between the white and black lines" refer to the number of times that the added area beyond the regular end lines was used during the play.

Observations were made concerning the difference, if any, in the amount of crowding, jostling, blocking, charging and other types of congested play which tend to cause roughness around the basket.

The regular size of the court upon which the tests were made is 50' x 89'. The boundary lines are marked in black. At one end an additional end line was marked off 4' beyond the regular end line. This gave a distance of 6' behind the backboard. At the other end an additional end line was marked off 2' beyond the regular end line. This gave a distance of 4' behind the backboard. These added lines were marked in white to contrast with the regular boundary lines.



In each game that was played, one of two combinations of end lines was used. The game was played either with 2 feet behind the backboard (the regular distance) at one end and 4 feet at the other, or 2 feet at one end and 6 feet at the other. No games were played with 4 feet at one end and 6 feet at the other. Fourteen regular games with two varsity teams were played. Eight of these were with the 2 feet and 4 feet end lines; and six were with the 2 feet and 6 feet end lines. Eleven additional scrimmages were held with different combinations of players and the scrimmages were for different lengths of time as shown in the tables. Five of these scrimmages were with the 2 feet and 6 feet end lines and six were with the 2 feet and 4 feet end lines.

Because of the double markings at the end of the court and because of the conditioned reflexes with respect to the distance under the present rule, between the backboard and the end line the players experienced some difficulty in adjusting themselves to and taking advantage of the greater freedom offered as a result of the extension behind the backboards. The data is arranged in the order in which the games were played, so it may be seen that as the players became accustomed to the added space they used it to advantage.

It will be noted from the tabulated data that the number of "unavoidable" out of bounds balls were comparable regardless of whether the end lines were 2, 4 or 6 feet behind the backboards. This is as it should be if the judgment of the recorder is correct.

With respect to a comparison of out of bounds due and probably due to the end lines between the 2 and 4 feet end lines, it will be seen that there were four times more out of bounds balls at the 2 feet end than there were at the four feet end line. This same relationship holds true between the 2 and 6 feet end lines. The same relationship, although not as pronounced, holds true for out of bounds balls that are probably due to the end lines. The difference is so marked both from the study of the recorded data and from the observation of play that one is forced to the obvious conclusion that there is a decided advantage to continuity of play in favor of the extended end lines. From the recorded data there seems to be no apparent advantage between the 4 and 6 feet end lines. However, from the standpoint of the use of the added area and from the standpoint of the observations made concerning freedom of movement and elimination of roughness, everything points to the 6 feet end lines.

It will be noticed first of all that there was practically twice as much play beyond the regular end lines in the case of the 6 feet end lines as there was in the case of the 4 feet end lines; 156 cases as against 87. It was observed, however, that there was considerably more freedom under the basket at the 6 feet end lines than there was at the 4 feet end line. The 4 feet end line did not permit the player taking the ball off the backboard to take a step with freedom or to circle out around his opponent behind the backboard with the ease that was permitted at the 6 feet end line. As a result of this difference practically all of the blocking, pushing out of bounds, charging and general roughness was eliminated at the 6 feet end line.

The writer is heartily in favor of changing the rules so that the face of the backboards sets into the court 6 feet from the end lines. However, before such a change is made a thorough study through a questionnaire survey is recommended in order to determine the feasibility and cost of making such a change in the various gymnasias of the country. This should be done because it is felt that no change in the rules should be made which would be impossible of general execution. With the changes in the recommended size of courts it would probably be a wise plan to move the backboards into the court an additional 4 feet rather than to extend the length of the court.

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STUDY OF PLAY AT END LINES

:Date	Length of Game	Unavoidable out of bound balls at end line.			Out of Bounds Balls Due to End Line.			Out of Bounds Balls Probably Due to End Line.			Play Between Regular End Line & Extensions	
		Regular End Line	Two Foot Extension	Four Foot Extension	Regular End Line	Two Foot Extension	Four Foot Extension	Regular End Line	Two Foot Extension	Four Foot Extension	Two Foot Extension	Four Foot Extension
	Scrimmage											
5/10/34	30 Min.	6	5		2	1		1	2		2	
5/14/34	30 Min.	7	11		3			2	1		9	
5/15/34	40 Min.	10	9		3	2		0			6	
5/16/34	40 Min.	7	5		1	2		1			9	
5/17/34	30 Min.	7	4		3	2		1			6	
5/18/34	40 Min.	5	7		1	0		0	1		8	
5/21/34	30 Min.	6		7	4		1	2		0		8
5/23/34	40 Min.	11		8	4		1	1		1		6
5/24/34	20 Min.	2		5	2		2	1				3
5/28/34	60 Min.	9		12	5		1	1		3		18
5/30/34	40 Min.	15		5	2		0	0		0		16
5/4/34		14	)		1	0		4	0		7	
4/25/34	All	11	)		3	0		0	0		5	
4/26/34	Regular	11	)		1	0		3	0		0	
5/1/34	Games	11	)		2	0		2	0		6	
5/2/34	Between	7	)		1	0		1	0		5	
5/3/34	Two	13	)	Both	3	0		2	0		2	
5/7/34	Varsity	12	)	Ends	3		1	1		0		11
5/8/34	Teams.	14	)		2		0	2		0		9
5/10/34		12	)		3		0	1		1		14
5/11/34		18	)		3		0	2		0		23
5/14/34		11	)		5		1	2		1		17
5/15/34		6	)		1		1	0		0		20
5/16/34		12	)		6	1		3	0		11	
5/17/34		8	)		3	0		0	2		10	
TOTALS					67	8	8	32	6	6	37	156



### NEW CENTER FOR COLORADO

A 6½ pound son, "Junior", was born December 22 to Mr. and Mrs. Earl "Dutch" Clark in Pueblo, Colo. The father is basketball coach at the University of Colorado having recently assumed this duty after a fine season in professional football where he was selected as the All-pro quarterback.

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### SUCCESSFUL CLINIC AT KENTUCKY

More than 400 coaches and officials attended the annual basketball clinic and rules discussion sponsored by Coach A.F. Rupp of the University of Kentucky. A program of wide interest was presented. Dave Kerr, coach of the New York Celtics showed motion pictures of his famous crew. Other features were explanations and demonstration of Taping and Training, Ball Handling, Pivot Play, Goal Shooting, Zone and Man-to-man Defenses, and Relations Between Coaches and Officials.

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### COURT GAMES TO MADISON SQUARE GARDEN

Handicapped by the intensive promotional campaigns of rival indoor athletic activities the colleges of Greater New York City have pooled their efforts to attract greater public attention by arranging six double-header series to be played in Madison Square Garden. Combined in this program are City College, Fordham, New York U., St. John's, Manhattan and Long Island U. In addition to games between these strong rivals several other sectional leaders will be imported. Among the visiting teams will be Purdue, Duquesne, Notre Dame, Kentucky, and Westminster. In the event that the series fails to decide the champions of the metropolitan area a late season game will be staged to settle the title claims. With the publicity sources available to Ned Irish, Garden Basketball Director, the coaches of the New York school anticipate that the plans will result in the greatest season that the sport has ever enjoyed.

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### SPONSOR BASKET SHOOTING TOURNAMENT

Under the direction of Nat Holman the 92nd Street Y.M.H.A. of New York City dedicated its new roof gymnasium to Eastern basketball players and fans by holding its First Annual Basket Shooting Contest early last month. The entries were divided into three sections; high school, college, and Jewish Community players with each organization limited to three representatives. Each contestant was allowed 25 trials from the freethrow line. Prizes were awarded the three best scorers in each division. The novel contest attracted great newspaper interest and filled the new gymnasium with coaches, players, and fans.

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## RULES INTERPRETATIONS CAUSE TROUBLE

Variations in rules interpretations which cause confusion have come to light recently bringing with them the usual difficulties.

Rule 8 Section 8 (b) Note: Two rulings are found in the situation in which a player with the ball advancing from the back court stops with his pivot foot on the center line and the other foot in the back court.

1. The High School Federation permits the player to move the loose foot into and out of the front court without making a violation.
2. Most section rule that if the loose foot is placed in the front line that it cannot be returned to the back court without a violation being assessed.

Rule 5 Section 3 (last sentence): After a foul called for a double or technical freethrow a substitute enters the game. As soon as the freethrow trial is made, and before the ball is tossed at center, the substitute is withdrawn and the original player returns.

1. Some sections rule that since time was out the freethrow does not constitute a resumption of play, therefore the last change in players cannot be made.
2. Other sections rule that the freethrow under such conditions is a resumption of play and that the change is legal.

Oswald Tower, Editor of the Rules, gives the opinion: "An attempted Freethrow, successful or not, constitutes a resumption of play because it is an attempt to score a goal. The fact that time is out during all or part of this operation has no bearing. Therefore a player may be withdrawn from the game prior to a freethrow and returned to the game immediately after the freethrow".

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## BIG TOURNAMENT FOR NEXT OLYMPICS

Announcement that basketball will on the program for the 1936 Olympic Games in Berlin has given the sport a world wide boost. The latest word from Dr. Karl Diem of Germany, who is in charge of the events, states that twenty-four countries have already signified their intentions of sending teams.

Those definitely heard from are Argentine, Belgium, Estonia, Latvia, France, Italy, Austria, Switzerland, Czechoslovakia, Hungary, United States, China, Greece, Cuba, Japan, Poland, Roumania, Portugal, Spain, Brazil, Phillipines, Bulgaria,, Mexico, and Canada.

The American Olympic Committee soon will announce its plans for selection of the team to represent this country. Details of the tournament will be included in a sport booklet now being prepared by the German Olympic Committee.



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BULLETIN NUMBER 5

MARCH 1935

ANNUAL CONVENTION ISSUE

The Convention Program for 1935

A Message from Our President  
by Howard Ortner

How to Reach Convention Headquarters

Whetting Your Appetites

Keep in the Ranks - Bring a New Member

Method of Analyzing Offensive Efficiency  
by Pierce Works

Comparison of Fatigue Effects of Two  
Types of Basketball Floors

by John W. Bunn

Membership Application Blank

P. S.:—WILL SEE YOU AT THE NATIONAL CONVENTION IN CHICAGO.  
APRIL 3, 4, AND 5, 1935.

Copy  
Heggenald  
Newellbauer  
JMF



CONVENTION PROGRAM  
NATIONAL ASSOCIATION OF BASKETBALL COACHES  
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CHICAGO, ILL.                      HOTEL SOVEREIGN                      APRIL 3, 4, 5, 1935  
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WEDNESDAY, APRIL 3

- 8:00 A.M.    REGISTRATION OF MEMBERS
- 10:00 A.M.    MEETING OF THE BOARD OF DIRECTORS
- 2:00 P.M.    ASSOCIATION PROGRESS -- President H. B. Ortner
- REPORT OF THE SECRETARY-TREASURER -- George R. Edwards
- REPORTS OF COMMITTEE CHAIRMEN:  
                  Membership - B.T.Grover                      Press - Dr. F.C.Allen  
                  Officials -- Carey Spicer                    Research - Everett Dean  
                  Coaching Ethics -- John W. Bunn
- BASKETBALL IN THE 1936 OLYMPICS - Dr. F.C.Allen
- PRELIMINARY RULES DISCUSSION - A.A.Schabinger
- 8:00 P.M.    DEMONSTRATION GAMES -- Loyola Gymnasium

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THURSDAY, APRIL 4

- 10:00 A.M.    BASKETBALL OFFICIALS' PANEL - Harold G. Olsen  
              (All coaches and officials are invited to participate.  
              Intersectional uniformity in interpretations will be  
              featured in this round table discussion.)
- TECHNICAL BASKETBALL DISCUSSIONS  
                  Man for Man Shifting Defense -- George Keogan  
                  Zone Defensive Formations ----- Louis Menze  
                  Individual Finnesse ----- Nat Holman  
                  Quick Break Attack ----- Ward Lambert  
                  Elimination of the Center Tap - John W. Bunn  
                  Footwork in Basketball ----- Adolph Rupp
- SECTIONAL REPORTS ON 1935 BASKETBALL
- MOTION PICTURES  
                  University of Kentucky vs. New York University  
                  Fundamentals of the Original Celtics  
                  National Federation Rules Interpretations
- 7:00 P.M.    INFORMAL BANQUET  
              Featured speakers will be: Major John L.Griffith;  
              Dr. James C. Naismith; Dr. Walter E. Meanwell
- ENTERTAINMENT - Professional vaudeville type

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FRIDAY, APRIL 5

- 10:00 A.M.    REPORT OF THE RULES COMMITTEE - A.A.Schabinger
- CONVENTION VOTE ON PROPOSED CHANGES TO BE SUBMITTED  
              TO THE NATIONAL RULES COMMITTEE
- NEW BUSINESS
- REPORT OF THE NOMINATING COMMITTEE
- ELECTION OF OFFICERS FOR 1936



A MESSAGE FROM OUR PRESIDENT

Dear Fellow Coach:

Basketball has gone forward this year more than ever, larger crowds have witnessed America's national indoor game, and the Olympic Committee has given it a place on the 1936 program. With this greater interest, more intersectional games have been scheduled, and greater problems have resulted.

You will have your opportunity to make your influence felt in anything that concerns the game at the National Coaches' Association Convention, which is to be held in Chicago at the Sovereign Hotel on the 3rd, 4th, and 5th of April.

Most of the notables in basketball will be present, including Dr. James C. Naismith, the inventor of the game. There will be an interesting and entertaining program. "Dutch" Lonborg promises something unusual at our informal banquet on the 4th. Nick Kearns is turning over the hotel's swimming pool for our private use, so bring your swimming suit and bath-robe.

Get the old bus tuned up, and make up a party and meet with the best bunch of fellows in the land. Don't fail to save this date for the renewing of old friendships, as well as for meeting new men in your profession.

Cordially yours,

*H. B. Ortner*

H. B. Ortner, President

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HOW TO REACH CONVENTION HEADQUARTERS

SOME GENERAL INFORMATION: The method for finding the way around Chicago is very simple. Madison Street runs through the city in the East and West directions. State Street runs in the North and South directions. Locations and streets are numbered in relation to these two main arteries. There are about 800 numbers to each mile. The Sovereign is at 6200 North and 1100 West. Thus it is a little short of 8 miles from Madison Street and a mile and a half from State Street.

Michigan Avenue, Lake Shore Drive, and Sheridan Road are three names applied to the same thoroughfare which borders the business district on the East and runs North along the lake.

The Elevated electric lines come from the outlying districts and circle the business section. This "circle" is popularly known as the "loop" and is the heart of the business and theatrical territory.

HOTEL SOVEREIGN is located at 6200 Kenmore Avenue. Below are directions for reaching it.

BY MOTOR CAR: Those who use their own cars can reach the Sovereign by traveling to the East side of the loop to Michigan Avenue. Then go North to 6200. Sheridan Road passes our headquarters.

BY ELEVATED: This is the best type of local transportation. Take the trains marked "Evanston" and get off at Granville Station. Then walk one and a half blocks East. This trip requires about 20 minutes.

BY BUS: Board the bus marked "Devon & Howard" or numbered "51". The line passes convention headquarters. These buses may be caught in the loop on Jackson Boulevard, State Street, Washington Street, or on Michigan Avenue north of Washington. It is a forty minute trip.

BY STREET CAR: The Broadway street car line will take you to Gravelle Avenue which is 6200 North. Then walk two and a half blocks East.



## WHETTING YOUR APPETITES

### Some Pre-convention Observations

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All of the old guard in the basketball coaching profession will be on hand in Chicago for the Ninth Annual Convention. Those who have attended former meetings would rather hitch-hike if necessary than miss these gatherings. They play their games over again and again, and try to scare each other with details of next year's prospects. Hotel cleaners have a hard time to remove pencil sketches of scoring plays that the master-minders draw on table linen, doors, walls, etc.

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This year all members will be provided with lapel name cards so that we may become acquainted more easily. At a glance one can tell Nat Holman from Doc Carlson, and Piggy Lambert no longer will be confused with Harry G. Olsen.

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The Loyola University Gymnasium is about 400 yards from our hotel. Loyola authorities have donated the use of the court for demonstration games, and Leonard Sachs, coach at Loyola, will see that each member has a splendid seat. This gymnasium is the site of the National Catholic High School Tournament, and is one of the best in the city.

-----

The Officials' Panel headed by Coach Olsen is an addition to the program which is expected to be of tremendous value. With the large number of important intersectional games being played there is a need for coaches and officials to iron out the differences in interpretations of the rules. Many of the leading officials will be present. All season they have listened to abuse from the coaches, and will welcome this opportunity to obtain a measure of revenge.

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Another interesting innovation concerns the showing of moving pictures of famous players and their stunts. Exciting moments in the recent Kentucky - N.Y.U. game in Madison Square Garden will be on the screen. One fine reel shows how the Original Celtics perform their fundamentals. Mr. Porter, of the National Federation of High Schools, will bring his reels showing confusing movements which cause some of the differences in interpretations.

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Still a third new addition deals with the clinic idea. These discussions will be led by men recognized nationally as authorities in basketball. Secrets will be barred. Most of the important features of the game will be covered in detail. Inside stuff galore will be spread.

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Nick Kearns and Dutch Lonborg have charge of the banquet and entertainment. This should be recommendation enough to insure some fine food and a classical show. Nick writes that some of the best entertainers in the Chicago theatrical field have been engaged for us. The fact that Nick is associated with the management of the Sovereign means that our accommodations will be of the best.

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Room prices at the Sovereign for visiting coaches have been made very reasonable. Single rooms, two to a room, cost \$2.00 each per day while suites to hold four cost \$1.50 each. Meals also are low in price. Nick Kerans will attend to reservations for you. Write to him,

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The fine swimming pool of the Sovereign will be at our disposal without cost. Bring your own suits and enjoy a dip. It is planned to have some of the A. A. U. champion divers show us how they plunged for their titles.

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Attendance at meetings is limited to those who can show a paid-up membership card. These cards can be obtained at the registration desk. Tear off the last page of this bulletin and fill out the application blank. Bring it with you.

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Every type of modern travel will be used by members to reach Chicago. The majority probably will motor, and most of them have planned to travel in parties to reduce expense. Road information may be obtained at all filling stations operated by the large oil companies. Low rates will be in effect on all railroads and bus lines.

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The report of A.A.Schabinger, chairman of the rules section will be important. The recent season has seen more intensive study and research work by the coaches than ever before. The results of hundreds of experiments have been tabulated, and each proposal of any merit has been tested. Among these have been experiments with higher goals, new locations for the backstops, changes in the center jump, limitations for the pivot post, elimination of the ten second rule, and alteration in the timing rules.

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These and other features will be discussed minutely. After exhaustive consideration by the members votes will be registered, and the results submitted to the National Rules Committee. It is in this manner that the coaches' group can render invaluable service to the game, and at the convention these meetings are featured by the earnest and serious effort displayed. The responsibility that should be in the heart of every coach demands his presence, his voice, and his vote at this time.

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KEEP IN THE RANKS - BRING A NEW MEMBER

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(Important extracts from a letter written by Nat Holman, C.C.N.Y., to Eastern coaches are copied here since these are equally applicable to other sections. Basketball coaches must not only keep up their own memberships but should feel a responsibility to bring their co-workers into this organization.)

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"Saw a huckster this morning, while on the way to college, with his wagon loaded with fruit and vegetables -- a most appealing display it was. He was passing along a street flanked on one side by a huge warehouse, on the other by a five acre empty lot. There was not a house within two blocks, and still this huckster was going along, yelling at the top of his voice, 'potatoes, cabbages, tomatoes, oranges'".

"It occurred to me that here was wasted effort - a man trying to sell merchandise without contact with a customer. He was wasting his energy and his sales ammunition in yelling to brick walls and a field. Better it would have been had he reserved his strength until he came upon a street where there were houses, and where there were possibilities of listeners and customers.

"I could not help but liken this little incident to a mailing list of basketball coaches which contains a number of names that are no longer prospects. YOU OUGHT NOT TO STEP OUT OF THE RANKS AT THIS TIME: KEEP ALIVE TO WHAT IS GOING ON IN THE GAME YOU LOVE SO MUCH. MEET THE MEN WHO ARE COACHING IN VARIOUS PARTS OF THE COUNTRY. SLIPPING ? Of course not. RENEW YOUR MEMBERSHIP AT ONCE. -----

"Basketball has gone forward by leaps and bounds this winter. We want to keep it up there where it rightfully belongs. To do so requires a solid organization composed of men in the game who are sufficiently interested to cope with its many problems. The rules have to be uniformly interpreted; the matter of screening with the ball and without the ball; the pivot play directly underneath the basket, etc., have to be handled. Only by voicing your opinion on these matters at our next Convention scheduled for APRIL 3rd, 4th and 5th at the Hotel Sovereign, in Chicago, can we truly obtain a representative opinion of the coaches throughout the country.

"JOIN NOW. MAKE it your business to be at the Convention. Dont't think two or three Eastern representatives are sufficient to raise any dust on important changes that may be presented for immediate action. KEEP IN THE RANKS."



## A METHOD OF ANALYZING OFFENSIVE EFFICIENCY

Pierce Works, University of California  
at Los Angeles

It is, of course, trite to say that the cardinal aim of basketball offensive strategy is to work the ball in for short shots, while at the same time forcing the opponents to take the long ones. This, of course, is premised upon the obvious fact that short shots are easier to make. In practice, however, we frequently find that the opponents are quite as diligent in working for the short ones as we are, while at the same time both their defense and ours seem to resent very strongly all attempts to work the ball in for close shots. The results is that in the average contest both teams take short shots, medium shots and, to a lesser extent, long ones. One team may outshoot the other as a matter of mere percentage of shots taken, but still lose because the opposition has more and better shots. On the other hand, all of us have suffered from the efforts of "hot" teams who salted the game away despite the superior and more numerous shots which our boys failed to realize upon.

If consideration be given to situations of this sort, it becomes obvious that any analysis of offensive efficiency must in some way correlate the number and the relative location of the shots taken with the percentage of goals made therefrom. The following suggestions along this line are offered for what they are worth:

1. WEIGHING THE SHOTS TAKEN. For the same reason that all teams endeavor to work the ball in for short shots, it is clear that the mere number of shots taken is not in itself a definite criterion of offensive efficiency. For this reason different values or weights must be assigned to the shots attempted, dependent upon the location of the shooter with regard to the basket at the time a shot is taken. A simple method of accomplishing this is to designate three zones in the chart book; Zone 1 being included within a virtual semicircle of six feet radius measured from a point directly beneath the center of the basket and closed by the end line; Zone 2 being included within a semicircle tangent with the outer edge of the foul circle and closed by the end line; while Zone 3 constitutes the remainder of the offensive area. Shots taken in Zone 1, irrespective of whether they are made or missed and including tip and follow shots, are awarded an arbitrary weight or value of 3; Zone 2 shots a value of 2; and Zone 3 shots a value of 1. These are added and the total value or weight of all shots taken during the game by each team is thus obtained.

2. PERCENTAGE OF SHOTS MADE. This is, of course, obtained by dividing the number of field goals made by the total number of shots taken, irrespective of their location. The customary practice, so far as keeping the chart book is concerned, is to note upon it the number of the player taking each shot and the location of the player at the time, circling the number when the shot results in a field goal being made.

3. CORRELATING THE WEIGHTS AND PERCENTAGES. So far we have discussed the weights and the percentages wholly without relation to each other. The weights represent the results of the offensive system or of individual cleverness or both in obtaining proximity to the basket. The percentage represents shooting ability with or without cleverness in scoring when and if closely guarded. Each element, however, plays its part in the general efficiency of the offense and hence each should be given due credit. This is best accomplished by applying the percentage of shots made (the game-criterion of shooting ability) to the weight of the shots taken (the game-criterion of maneuvering ability) a matter of simple multiplication. Thus Team A shoots .200 and has a weight of 100. Its offensive efficiency is therefore, eliminating the decimals, 20 units. Team B shoots .150 and has a weight of 150. Its offensive efficiency is therefore 22.5, or counting .5 or more as a whole unit, 23.

This system of analysis as applied to twelve game of the



Pacific Coast Conference, Southern Division, for the current season is given below, each of the teams of the Division playing in at least four of the games noted. In all of the games the visiting team is designated "A", the home team "B":

GAME	TEAM	SCORE	SHOTS	F.G.	Pc.	Z1	Z2	Z3	WT.	OFF. EFF.
1	A	24	57	8	.140	9	36	12	111	16
	B	35	49	12	.241	13	25	11	100	24
2	A	38	64	15	.235	10	44	10	128	30
	B	26	58	6	.103	12	32	14	114	12
3	A	39	87	16	.184	27	39	21	180	33
	B	34	68	13	.191	3	33	32	111	21
4	A	27	57	11	.193	5	33	19	100	19
	B	34	81	14	.173	13	46	22	153	26
5	A	32	67	12	.179	3	34	30	107	19
	B	38	56	13	.232	12	33	11	113	26
6	A	52	66	24	.364	21	41	4	149	54
	B	22	66	6	.091	13	37	16	129	12
7*	A	39	82	16	.195	13	40	29	148	28.8
	B	37	58	14	.241	16	31	11	121	29.1
8	A	21	69	8	.115	15	19	35	118	14
	B	38	54	17	.315	20	24	10	118	37
9	A	22	62	8	.129	5	44	13	116	14
	B	55	58	23	.397	16	38	4	128	51
10	A	28	70	9	.128	21	18	31	130	17
	B	33	50	13	.260	13	19	18	95	25
11	A	16	70	6	.086	10	30	30	120	10
	B	35	63	15	.238	9	25	29	106	25
12	A	33	42	11	.262	8	28	6	86	23
	B	43	52	16	.308	18	29	5	117	36

\* Overtime, 35-35 at end of regular playing time.

A study of the foregoing table will show that the offensive efficiency in units approximates twice the number of field goals or, in other words, the number of points per game score by field goals. In games 1 and 2 it will be noted the relation is exact in each case, ignoring decimals. This but serves to emphasize the necessity for a correlation between the weights and percentages, for further analysis will show that neither of these elements taken alone in comparison between the two contestants in any given game affords an accurate criterion of the respective offensive efficiencies of the two opponents. This is further illustrated below by the appended data showing, among other things, the won and lost record of the high percentages and weights. In addition to this, a brief resume of the 12 contests may be of further interest.

Games 1 and 2 were between the same two teams. B won the first night with high percentage and low weight. A won the second night, being high in both percentage and weight. Game 3 was won by A with low percentage but an overwhelming weight advantage (180-111).

Games 4 and 5 were between the same two teams, B winning both games. On the first night the winner was 20 points low in percentage but 53 high in weight. On the second night the winner was high in both percentage and weight by margins of 53 in the former and but 6 in the latter. Yet in both games the correlated offensive efficiency was the same, namely 26 - 19. In other words, B displayed



better maneuvering ability the first night and better shooting ability the second night, but the margin of superiority for the two games remained constant.

Game 6 revealed a margin of superiority in team A that was greater than either the score or the number of baskets indicated. Paradoxically enough, both teams had the same number of shots, but, in addition to being well outweighed, B shot for but .091 against a "hot" .364. Games 7 and 8 were played between the same two teams, with A winning the first game, an overtime contest, by two points, being high in weight (148-121) but low in percentage (.195-.241). The correlated efficiency, however, shows that the losing team had a shade the better of it (29.1-28.8). On the second night (Game 8) the weights were even at 118, but B showed an overwhelming superiority (.315-.115) in shooting.

Game 9 was won by team B, who not only excelled in weight (128-116), but proceeded to set a season's record of 23 baskets out of 58 shots, for a percentage of .397. Games 10 and 11 were played between the same two teams and were both won by B, whose shooting superiority more than overcame the fact that they were outweighed in both games. B's consistency in the series is shown by the offensive efficiency of 25 for both nights. Game 12 was won by B through clear superiority in both percentage and weight, its margining in Zone 1 shots (18-8) being especially noteworthy.

The full value of the foregoing data may perhaps be gathered from the summarization given below which shows the result in games won and lost of the various elements we have been discussing:

	Won	Lost	Tied
High percentage and weight	5	0	0
High percentage	9	3	0
High weight	8	3	1
High percentage - low weight	3	3	0
High weight - low percentage	3	3	0
Most shots	5	6	1
Most Zone 1 shots	8	4	0
Most Zone 2 shots	8	4	0
Most Zone 3 shots	2	10	0

The following data may also be of interest:

		Game No.
Highest offensive efficiency	54	6
Lowest winning offensive efficiency	24	1
Highest losing offensive efficiency	29	7
Highest shooting percentage	.397	9
Lowest winning percentage	.173	4
Highest losing percentage	.262	12
Highest weight	180	3
Lowest winning weight	100	1
Highest losing weight	130	10

The foregoing method of ascertaining offensive efficiency does not pretend to be any more than exceedingly simple in its nature. This is largely due to the primary fact that the weights assigned to the various zones are purely arbitrary, rather than being based upon actual statistics. At the same time it is believed that the foregoing data reveals that the method does give a reasonably accurate correlation of maneuvering and shooting ability.



A COMPARISON OF THE FATIGUE EFFECTS OF  
TWO TYPES OF BASKETBALL FLOORS

John W. Bunn, Stanford University

For two years work has been in progress at Stanford to determine the time required for an individual's pulse and pulse pressure to return to the resting state after the completion of a specified exercise. It is an established fact as shown by the work of Bainbridge in his book and the accompanying bibliography on the Physiology of Muscular Activity that there is a definite relationship between the strenuousness of the activity and the time required for the pulse and pulse pressure to return to its resting state. With this statement to suffice as authority for the procedure in this paper, the following rather interesting discovery was stumbled onto.

Fatigue tests were being run on basketball players. As a part of this program their pulse and pulse pressure during rest prior to a practice game were recorded, and then after the game, and while the player was resting under the same condition as before the game, readings of pulse and pulse pressure were taken at regular five minute intervals until his pulse and pulse pressure returned to its normal resting state as recorded before the game was played.

Two basketball courts are available at Stanford; the regular basketball pavilion and a court in the gymnasium. Due to students' activities which were scheduled for the pavilion it became necessary to move some of the tests to the gymnasium court.

As a result a wide discrepancy in recovery times for games played in the gym from the games in the pavilion was observed. At first it was thought that this variation was due to the difference in reaction of an individual from one test to another, so several were repeated. Always the variation was in the same direction and consistent for the same individual.

A considerably greater time was required for recovery from the games played in the gym than for games played in the pavilion. The amount was from 5 to 10 minutes for one individual, which is insignificant, to 80 minutes for another, which is quite marked. The following Table shows the results for eleven tests. The figures indicate the time required for the recovery of the pulse to normal resting state after a regulation game of basketball. As is noted, eleven of the tests were for games played in the pavilion, and eleven for games played in the gym.

Time of Pulse Recovery to Resting State after  
Basketball Games on Two Different Types of Floors

Subject	Minutes to recover after game in gym	Minutes to recover after game in pavilion	Differences in recovery time
1	80	75	5
2	80	55	25
3	110	100	10
4	80	35	45
5	130	50	80
6	100	80	20
7	110	80	30
8	140	90	50
9	120	90	30
10	90	40	50
11	100	70	30



All conditions in each test were kept as nearly constant as possible. The same team was used each time; the games were played at the same time of day; the habits of the individuals were kept as nearly constant as possible before each test; temperature and humidity were noted each time; only one game was played a day and the tests were run in pairs, first one in the pavilion and then one in the gym, and then the order of play was reversed to correct for any discrepancies in this respect.

It will be noted that while the recovery time varies for different individuals, the shorter recovery time is always in favor of the games played on the pavilion court. The only logical conclusion that can be drawn from the above data (even though there are only a few cases, the trend is certainly conclusive) is that the floor with the greater elasticity (the pavilion floor) causes less fatigue for the same activity than the one with practically no elasticity. The players noticed the difference in the effect upon their legs and feet. Their legs and feet ached after the games in the gym, while they felt no ill effects whatever after games played in the pavilion.

Because of these data the reason for the difference was studied. The only variable found was the difference in the construction of the floor of the two courts. The pavilion floor is a uniquely constructed spring floor, while the gym floor is laid on a concrete foundation and has no appreciable resiliency. These results are of particular value to coaches of teams, because certainly it is an advantage to have conditions for play which are most beneficial to the players, and which are the least fatiguing. It would seem reasonable that for both practice and for games a player could produce better results at a higher intensity and for a longer period on the more resilient floor.

As a result of these data one new basketball floor has been constructed in accordance with the specifications for the Stanford Pavilion floor. In the interest of better facilities, blue prints of the design of the Stanford Pavilion floor may be secured for the cost of printing and mailing the same, by contacting the writer.

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#### TESTS SOME OF THE PROPOSALS

Editor's Note: The following report has been taken from a letter written by Ray Hanson, Director of Athletics and Coach of Basketball at Western Illinois State Teachers College. Mr. Hanson has been a live member of this Association from the start. He was appointed on the Coaching Ethics Committee for 1935, but through an embarrassing oversight his name was omitted from the published lists of officers.

"We experiments with Phog Allen's suggestions (detailed in the first two bulletins) in a game played between the Quincy, Ill., High School Alumni team, last year's champions of Illinois, and our freshman team. After the game we asked the crowd to vote on the proposed rules changes, and the spectators were almost unanimously against the 12 foot goals. The majority opposed the scoring of three points for a field goal, and almost none liked the idea of shooting free throws in the end of the court where the offense occurred. Votes showed, also, that the use of three circles for held balls was not satisfactory. The one suggestion which was liked was the placing of the back-stop four or six feet from the end line.

"We tried to eliminate the center jump, and that experiment proved to be popular with the spectators, but the vote was not one-sided by any means. We experimented with another change, - that of allowing an incoming substitute to communicate immediately with his teammates. The players on both sides thought it a fine move. When Knox College plays here late this season, Dean Trevor, coach at Knox, has agreed to waive the present substitution rule and experiment with this change. At that time we will ask for a vote of the players, officials and spectators to find what they think of it".



Mr Hickock }  
Ole Olson } Send  
                  } Tunis  
                  } letter

Art Kahler Brown  
Put rule in 3  
ft broken line

The National Association of Basketball Coaches



C. F. [unclear]  
Bee  
Frank [unclear]

APPLICATION FOR MEMBERSHIP

Date

Name

Address

Present coaching position

Basketball coaching experience (Give institution and years)

Lynnman J. Bingham  
11 A. LaSalle  
St

Check form of membership desired:

ACTIVE \$5.00

ALLIED \$5.00

St John  
Dulek Witte

ACTIVE—Head coaches of National Collegiate Association institutions.

ALLIED—Assistant coaches of National Collegiate Athletic Association institutions or any coach who has three years' basketball coaching, whether or not he is actively engaged in coaching at present.

AMOUNT ENCLOSED: \$

I hereby make application for membership in The National Association of Basketball Coaches of the United States and agree to advance its best interests in every reasonable manner and to live up to its constitutions, rules and standards.

(Signed)

Approved

Electric Goals  
Mr. [unclear]  
Mr. Mkey  
New Albany  
Ind



THE  
**Administration of Physical Education**  
AND  
**Athletics in Institutions**  
**of Higher Education**

By GEORGE H. PRITCHARD  
PROFESSOR PHYSIOLOGY AND HYGIENE  
AND DIRECTOR PHYSICAL EDUCATION



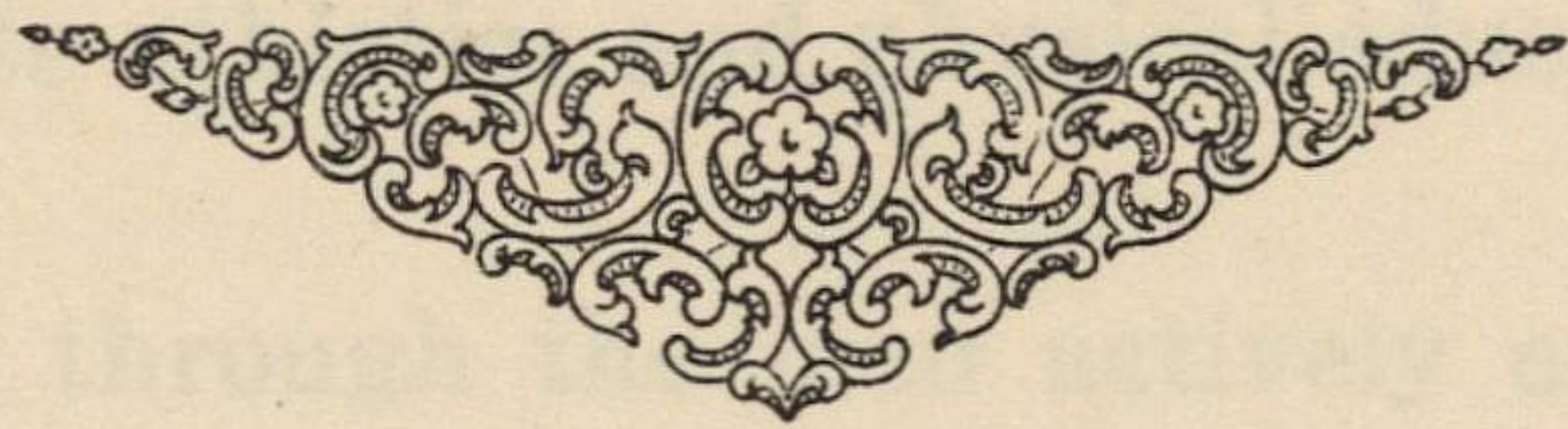
STATE TEACHERS COLLEGE  
CAPE GIRARDEAU, MO.

1933



THE  
**Administration of Physical Education**  
AND  
**Athletics in Institutions**  
**of Higher Education**

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## FOREWORD

This study of the organization and administration of physical education and intercollegiate athletics in two hundred colleges and universities of all sections of the country is similar to the one made by the writer in 1924. One reason for making the study again was to ascertain what changes had taken place in the administration of these two important phases of college and university life during the eight years which have passed since 1924. The data show that there have been some important changes made, which may or may not be indicative of permanent change in these fields of higher education.

Since 1924 there has been much discussion and some concerted action to change what have been called the evils and over-emphasis of intercollegiate athletics, especially football. A study made by the writer in 1928 through the co-operation of the college and university presidents and deans showed that many of the administrators of these institutions felt that, in many places a least, intercollegiate athletics were being over-emphasized. Many of the administrators felt that successful change of over-emphasis lie in concerted action, while others thought that whatever evils were prevalent, could be curbed by individual action in each institution. Some of the presidents outlined a plan for physical education and athletics which they desired. The data from this study show that there are similar plans now being used in some institutions.

All are familiar with the survey made by the Carnegie Foundation. A study of physical education and athletics was made in the Land Grant Survey conducted by the Office of Education in 1928. Some of the accrediting agencies of higher education have placed emphasis on inter-collegiate athletics in accrediting institutions. That these surveys have had some effect on intercollegiate athletics and physical education goes without saying.

This study made through the men actively engaged in the work of directing physical education and athletics should show first hand information as to the changes made in this work during the past eight years. These men with the best interests of both physical education and intercollegiate athletics in mind have noted carefully the changes made, and those taking place in the work. Whatever changes take place in the work must come through the men directing the work.

The men in the work are familiar with the history and development of athletics and physical education in our institutions. They are interested in making this work a part of the curriculum, and in placing it in its proper place in the life of the institutions. They are alert to the evils and are interested in correcting them.

### Plan of the Study.

The information for this study was secured by a questionnaire sent to heads of the departments of physical education and athletics of the various



## ADMINISTRATION OF PHYSICAL EDUCATION

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institutions. The questionnaire was arranged so that much of the information could be given in tabular form, without too much detail, and yet be complete. Space was provided for explanations and suggestions. Many of the men outlined their programs in detail. If space will permit some of these will be placed in the study. A careful study of the tables and data will show some interesting facts on our present programs of physical education and intercollegiate athletics.

The response to the study by the men in the work has been fine. They are interested in their work, and in anything that will improve it. The writer is very much indebted to the men who responded to the questionnaire.

The study was divided into five parts. They are:

1. Departmental personnel.
2. Relation of physical education to athletics.
3. Control of intercollegiate athletics.
4. Physical education program.
5. General information.

The information from the two hundred different institutions was grouped under three general headings based on the control of the institution to a great extent. The three groups were:

1. Publicly controlled institutions.
2. Privately controlled institutions.
3. State Teachers Colleges.

Under publicly controlled institutions are 59 colleges and universities. Under privately controlled institutions are 107 colleges and universities. And under state teachers colleges are 34 such institutions. In the publicly controlled groups are the state universities, state A. & M. colleges, municipal universities and other state controlled institutions. Under the privately controlled institutions are the universities and colleges under private control. The third group is made up of the state teachers colleges. This last group has grown rapidly in size, enrollment and in their physical education and athletic programs in recent years. These 200 institutions represent nearly every state in the union.

### 1. Departmental Personnel.

Most of the men in the work desire to be recognized as full members of the faculty of their institutions. They are willing to secure the necessary graduate degrees to secure this academic rank. Their becoming a member of the academic faculty would make their positions more secure and more free from the influences of alumni and others when their teams fail to win games. Coaches free from continual pressure to win would have more time to devote to physical education work. The following tables will show the number of men in each institution who have faculty ranking and the number who have not.



PUBLICLY CONTROLLED INSTITUTIONS.

DEPARTMENTAL PERSONNEL.

TABLE I.

MEN ONLY.

Institution	Prof.	Asso. Prof.	Asst. Prof.	Instr.	Director	Coaches	Total	Seasonal Coaches
Univ. of Akron	1	2	0	1	0	0	4	0
Univ. of Alabama	1	0	0	2	1	5	9	2
Alabama Poly.	2	0	0	2	0	2	7	1
Univ. of Arizona	1	2	1	1	0	0	5	0
Univ. of Arkansas	1	0	1	2	0	0	4	0
Univ. of California—L. A.	0	1	0	6	1	13	21	0
Univ. of Cincinnati	1	1	3	2	0	0	7	0
Univ. of Colorado	2	1	5	2	0	0	10	0
Colorado A. & M.	1	1	2	0	1	0	5	4
Connecticut A. & M.	2	0	0	1	0	0	3	2
Detroit City College	2	1	3	4	0	0	10	1
Univ. of Florida	4	0	2	2	2	0	10	2
Georgia Tech.	0	0	0	0	1	6	7	3
Univ. of Idaho	2	2	1	0	0	0	5	0
Univ. of Illinois	4	9	4	12	0	0	29	1
Univ. of Indiana	1	1	2	3	0	4	11	0
Univ. of Iowa	2	0	5	6	0	0	13	0
Iowa State	2	3	3	2	0	0	10	0
Kansas A. & M.	3	0	2	2	1	1	9	3
Univ. of Kansas	4	0	1	3	1	4	13	0
Univ. of Kentucky	1	0	0	4	1	6	12	0
Louisiana State	0	2	4	0	1	1	8	0
Univ. of Maryland	1	0	0	3	1	3	8	1
Miami Univ. (Ohio)	1	4	1	2	0	0	8	0
Michigan State Coll.	1	4	3	4	0	3	15	0
Univ. of Minnesota	3	2	1	7	1	15	29	4
Univ. of Mississippi	1	1	0	2	0	0	4	0
Univ. of Missouri	1	2	0	5	0	0	8	0
Univ. of Montana	2	0	1	2	1	2	8	0
Montana State	1	0	0	3	0	0	4	1
Univ. of Nebraska	1	0	1	1	1	4	8	0
Univ. of Nevada	1	0	1	0	0	2	4	0
Univ. of N. Hampshire	1	1	0	3	0	0	5	0
Coll. City New York	1	4	2	45	0	0	52	0
Univ. of N. Carolina	1	0	0	0	0	12	13	0
N Carolina State	4	1	2	1	0	4	12	0
Ohio State Univ.	5	2	7	6	0	0	20	1
Ohio University	1	3	2	3	0	0	9	0
Univ. of Oklahoma	1	3	3	1	1	0	9	0
Oklahoma A. & M.	1	0	1	3	0	0	5	2
Univ. of Oregon	1	1	0	3	Dean	3	9	0
Oregon State	4	0	3	4	0	1	12	0
Penn. State Coll.	2	0	6	6	1	0	15	0
Purdue University	1	3	2	5	0	0	11	3
Rhode Island State	1	0	0	0	0	0	1	0
Univ. of S. Carolina	1	0	0	0	3	5	9	0
South Dakota State	1	1	0	0	0	0	2	1
Univ. of Tennessee	1	0	0	4	0	1	6	0
Univ. of Texas	3	0	0	7	1	4	15	2
Texas A. & M.	3	1	3	0	0	0	7	0
Texas Tech.	1	1	1	0	1	1	5	0
Univ. of Virginia	2	1	1	1	0	10	15	5
Virginia Poly.	1	1	1	7	0	0	10	0
William & Mary	1	1	0	1	1	0	4	1
Washington State	1	1	0	6	0	0	8	0
Univ. of W. Virginia	1	0	4	3	0	4	12	1
New River State W. Va.	1	0	0	0	0	0	1	0
Univ. of Wisconsin	4	1	1	7	1	0	14	1
Univ. of Wyoming	1	0	0	1	0	5	7	2
Total—59	101	65	86	200	24	122	598	44



**PRIVATELY CONTROLLED INSTITUTIONS.  
DEPARTMENTAL PERSONNEL.**

TABLE 2. MEN ONLY.

Institution	Prof.	Asso. Prof.	Asst. Prof.	Instr.	Director	Coaches	Total	Seasonal Coaches
Adrian	1	0	0	0	0	2	3	0
Albion	0	0	0	1	1	0	2	0
Albright	0	0	0	0	1	1	2	0
Allegheny	0	1	1	1	0	0	3	0
Amherst	2	2	1	3	0	0	8	0
Augustana—Ill.	1	0	2	0	0	0	3	0
Baker	1	1	0	0	0	0	2	0
Bates	1	0	0	1	1	1	4	0
Baylor	1	1	2	0	1	0	5	0
Beloit	0	0	0	1	1	0	2	0
Birmingham—Southern	1	1	1	0	0	0	3	0
Boston University	1	1	1	6	Dean	7	17	4
Bowdoin	0	1	1	2	1	2	7	0
Bradley	0	1	0	3	0	0	4	0
Brigham Young U.	1	0	1	1	0	1	4	0
Brown Univ.	1	1	0	3	1	4	9	0
Butler	1	0	2	1	0	0	4	0
California Christian	0	1	0	1	0	0	2	0
California Tech.	0	0	0	0	1	3	4	1
Capital	1	0	0	2	0	0	3	2
Carleton	1	1	0	1	0	1	4	1
Carroll	1	0	0	0	0	1	2	0
Carson-Newman	0	0	0	1	1	0	2	2
Carthage	0	0	0	1	1	1	3	0
Central	1	1	0	0	0	0	2	0
Coe	2	0	0	1	0	0	3	1
Colby	1	0	0	0	0	3	4	1
Colgate	1	1	2	2	1	5	12	0
Colorado Coll.	1	0	1	1	0	1	4	1
Columbia University	2	3	3	14	1	14	37	11
Cornell—Iowa	0	0	0	0	1	1	2	0
Dartmouth	2	0	10	5	0	7	24	7
Denison	1	1	1	1	0	1	5	0
Depauw	4	0	0	2	1	0	7	1
Drake University	0	0	0	0	1	5	6	1
Earlham	0	0	0	0	1	2	3	0
Eureka	0	0	0	0	1	0	1	0
Fordham	0	0	0	0	1	8	9	8
Franklin	0	1	0	1	0	0	2	0
Friends	1	0	0	0	0	0	1	0
Grinnell	1	1	0	1	0	1	4	0
Hamilton	3	1	0	0	0	0	4	0
Harvard University	0	0	0	3	1	62	66	14
Hendrix	1	2	0	0	0	0	3	0
Hiram	0	0	0	0	1	1	2	0
Holy Cross	1	0	0	2	1	10	14	3
Illinois Wesleyan	1	0	0	0	0	2	3	2
Iowa Wesleyan	1	0	0	0	0	0	1	0
LaFayette	0	1	2	0	0	5	8	4
Lawrence	0	0	1	1	1	0	3	1
Lebanon Valley	0	0	0	0	1	1	2	1
Macalester	0	0	0	0	1	2	3	0
Marietta	1	0	0	2	0	0	3	0
Marquette	1	1	1	2	0	4	9	1
Maryville	1	0	1	0	0	0	2	0
Milligan	1	0	0	1	0	0	2	2
James Millikin	0	0	0	1	1	0	2	0
Millsaps	0	0	1	0	0	2	3	0
Monmouth	0	0	0	0	1	2	3	0
Morningside	1	0	0	1	0	0	2	0
Mt. Union	1	0	1	0	0	1	3	0
Muhlenberg	0	0	0	0	1	1	2	0
Muskingum	0	0	0	0	1	1	2	0
New York University	0	0	1	2	1	15	19	0



**PRIVATELY CONTROLLED INSTITUTIONS.  
DEPARTMENTAL PERSONNEL.**

TABLE 2.—Cont.

MEN ONLY.

Institution	Prof.	Asso. Prof.	Asst. Prof.	Instr.	Director	Coaches	Total	Seasonal Coaches
North Central	1	1	0	0	1	0	3	0
Northwestern University	0	3	4	0	0	0	7	4
Northwestern—Wis.	0	0	0	0	1	0	1	0
Notre Dame	0	0	0	0	1	7	8	7
Oberlin	3	1	1	2	0	0	7	0
Ohio Northern	1	0	1	0	0	0	2	0
Ohio Wesleyan	2	1	3	2	0	0	8	0
Otterbein	1	0	1	0	0	0	2	0
Pomona	1	0	2	1	0	0	4	0
Princeton University	1	1	2	3	0	7	14	3
Coll. Puget Sound	0	0	0	0	1	1	2	0
Randolph—Macon	1	0	0	0	0	0	1	1
Roanoke	1	0	0	1	1	1	4	1
Rose Poly.	0	0	0	0	1	0	1	0
Shurtleff	1	0	0	0	0	0	1	0
Simpson	1	0	0	0	0	0	1	1
Southern Methodist	2	1	0	0	1	4	8	4
Southwestern—Tenn.	0	0	0	1	1	0	2	0
Southwestern—Tex.	0	0	0	1	1	1	3	0
Spokane Univ.	0	0	0	0	1	0	1	2
Stetson Univ.	1	0	0	0	1	5	7	0
Temple University	1	0	0	6	1	12	20	7
Trinity—Conn.	0	0	0	3	1	0	4	0
Trinity—Tex.	0	0	0	0	1	1	2	1
U. of Chicago	2	0	3	2	1	0	8	0
U. of Pennsylvania	3	2	5	13	Dean-3	30	56	0
Univ. of Pittsburgh	3	0	3	4	2	14	26	2
Univ. of Redlands	1	1	2	0	0	0	4	0
Univ. of Rochester	1	0	2	2	0	1	6	1
Univ. of South	0	0	0	0	1	1	2	3
U. of Southern Calif.	1	1	2	6	1	9	20	1
University of Tulsa	2	1	0	0	0	0	3	3
Wake Forest	1	0	3	3	1	0	8	1
Washington University	1	0	1	7	1	0	11	1
Wesleyan University	1	1	4	0	0	0	6	0
Western Reserve U.	0	0	1	2	0	3	6	3
Whitman	0	0	0	1	1	0	2	0
Whittier	0	0	0	1	1	0	2	0
Williams	1	0	3	1	0	2	7	0
Wm. Jewell	1	0	0	0	0	1	2	0
Wooster	1	2	0	1	0	0	4	0
Yankton	1	0	0	0	0	0	1	0
Yale University	0	0	1	10	1	41	53	14
Total—107	83	41	81	145	58	320	729	130



**STATE TEACHERS COLLEGES.  
DEPARTMENTAL PERSONNEL.**

**TABLE 3**

**MEN ONLY.**

Institution	Prof.	Asso. Prof.	Asst. Prof.	Instr.	Director	Coaches	Total	Seasonal Coaches
Flagstaff, Ariz. -----	1	1	0	0	0	0	2	0
Santa Barbara, Calif. -----	0	0	0	0	1	1	2	0
Gunnison, Colo. -----	0	0	0	0	1	0	1	0
Carbondale, Ill. -----	1	2	0	0	0	0	3	0
Charleston, Ill. -----	0	1	1	0	0	0	2	0
Macomb, Ill. -----	0	1	1	0	1	1	4	0
Normal, Ill. -----	0	2	1	3	0	0	6	0
Muncie, Ind. -----	1	0	0	2	0	0	3	0
Terre Haute, Ind. -----	1	1	0	1	0	0	3	0
Hays, Kans. -----	1	0	0	3	1	0	5	0
Bowling Green, Ky. -----	1	1	1	0	0	0	3	0
Kalamazoo, Mich. -----	0	0	0	6	1	0	7	0
Marquette, Mich. -----	1	0	0	1	0	0	2	0
Ypsilanti, Mich. -----	4	4	2	10	0	0	20	0
Moorhead, Minn. -----	0	0	0	0	1	1	2	0
Hattiesburg, Miss. -----	0	0	0	0	1	1	2	2
Cape Girardeau, Mo. -----	1	0	0	2	0	0	3	0
Kirksville, Mo. -----	0	2	0	0	0	0	2	0
Dillon, Mont. -----	0	0	0	1	0	0	1	0
Albany, N. Y. -----	0	0	0	0	1	0	1	0
Cortland, N. Y. -----	1	0	2	0	0	0	3	0
Minot, N. Dak. -----	1	0	0	0	0	0	1	0
Valley City, N. Dak. -----	0	0	0	0	1	1	2	0
Kent, Ohio -----	1	1	1	0	0	2	5	0
Indiana, Pa. -----	0	0	0	3	0	0	3	2
Slippery Rock, Pa. -----	1	3	2	0	0	0	6	0
Murfreesboro, Tenn. -----	0	1	0	0	0	1	2	0
Canyon, Tex. -----	0	1	1	0	1	0	3	0
San Marcos, Tex. -----	1	1	0	1	0	0	3	0
Bellingham, Wash. -----	0	0	0	0	1	1	2	0
Fairmount, W. Va. -----	0	0	0	0	1	2	3	0
Eau Claire, Wis. -----	0	0	0	0	1	0	1	0
Milwaukee, Wis. -----	0	0	0	0	0	2	2	0
Oshkosh, Wis. -----	0	0	0	0	1	0	1	0
<b>Total—34</b>	<b>17</b>	<b>23</b>	<b>12</b>	<b>33</b>	<b>14</b>	<b>13</b>	<b>111</b>	<b>4</b>



The above tables show the number of men with their rank in each institution in the work in physical education and athletics. In above tables the directors who had a definite faculty rank were listed in that column. In computing the percentage of men who were faculty members, those in the column under Directors were counted in the faculty group. These tables show the total number of men in physical education and athletic work in each institution. It might be of interest to compare the total number of men in above work in each institution to the total enrollment of students in each respective institution. A comparison might be made of the number of men having the higher faculty ranks in each institution. The tables show the number of seasonal coaches employed in various institutions. A comparison with the study of 1924 shows that there are more men in the work today than then, especially is this true in the larger institutions. There are more men in the work today with high faculty ranking than in 1924.

This study shows that 80% of the men listed under publicly controlled institutions have faculty rank. That 52% of the men listed under privately controlled institutions have faculty rank. That 86% of the men in the state teachers colleges have faculty rank. The data show that there is an increase in percentage of men with faculty ranking over the 1924 study.

In addition to the table personnel, three questions were asked. They were:

1. Do you have seasonal coaches? How many?
2. Do your men with faculty rank have:—degrees, leave of absence, etc., as other faculty members?
3. Are their positions as secure as other faculty members?

With respect to seasonal coaches the results are shown in the tables above.

The question with respect to degrees and leave of absence is of interest to the men in the work and to administrators as well. In the study made in 1928 through the presidents and deans the question as to whether they preferred a man who could teach some academic subject in addition to coaching, some of them raised grave doubts as to the preparation of their coaches to teach academic subjects. The answer to this question by the publicly controlled institutions shows, 52 answering yes, and 7 no. In the privately controlled group 73 answered yes, and 29 no. In the state teachers college group 33 yes, and 1 no. In the three groups a total of 158 yes, and 37 no. Whether or not the answers were based on having the necessary graduate degrees may be questioned by some. Many institutions are requiring the graduates degrees for faculty ranking in the work of physical education and athletics.



The question as to whether or not their positions were as secure as are the positions of other faculty members brought forth some cautious answers. There can be no question but that coaches are still judged in many places by the sole objective test of whether or not they win games. That there is a feeling in many cases that this is unjust is equally true.

The data from the publicly controlled institutions show that 34 felt that their positions were as secure while 25 that not. In the privately controlled institutions 66 felt they were as secure, while 41 that not. In the state teachers colleges 31 answered yes and 3 no. In the combined groups 131 felt they were as secure as other faculty members while 69 that not. About 55% felt they were as secure as other faculty members. The study made in 1924 shows that 49% felt that they were as secure as other faculty members. The above figures give some hope to those who feel that faculty rank will make the coach more secure in his tenure, tho the percentage gain in eight years is not large.

## II. Departmental Relation of Physical Education and Athletics.

The work in physical education classes and intramural play is closely related in many ways to intercollegiate athletics. Much of the work in physical education must be conducted in the gymnasium and on the athletic fields used for intercollegiate athletics. The theory courses in football, basketball, baseball and track are somewhat like those in games and the theory of physical education. The work in many cases is done by the same men, and the same equipment is used as for intercollegiate athletics. This is especially true in the smaller institutions. This close relationship makes it easy to combine them in the same department. In the smaller institutions it is a financial saving to have them done by the same men. The coach becomes a teacher in addition to his coaching work.

In the study made in 1928 some of the administrators felt that the intercollegiate athletics and physical education work could not be combined successfully. A few said that, when the work was separated, it was more successful. Some felt that in a large institution the department became too large. More of them felt that the work was more successful when the work was combined in one department, and that, to some extent, it took the emphasis off the winning side of athletics.

The close relationship between physical education, health education, intramural play, corrective work and intercollegiate athletics are such that they can be combined in one department.



**PUBLICLY CONTROLLED INSTITUTIONS.  
DEPARTMENTAL ORGANIZATION.**

TABLE 4.

Institutions	Athletics and Physical Ed. Same Department	Athletics Separate Dept.
Univ. of Akron	yes	
Univ. of Alabama	yes	
Alabama Poly.	yes	
Univ. of Arizona	yes	
Univ. of Arkansas	yes	
Univ. of California, L. A.	yes	
Univ. of Cincinnati	yes	
Univ. of Colorado	yes	
Colorado A. & M.	yes	
Connecticut A. & M.	yes	
Detroit City College	yes	
Univ. of Florida	no	yes
Georgia Tech.	yes	
Univ. of Idaho	yes	
Univ. of Illinois	yes	
Univ. of Indiana	yes	
Univ. of Iowa	yes	
Iowa State	yes	
Kansas A. & M.	yes	
Univ. of Kansas	yes	
Univ. of Kentucky	no	yes
Louisiana State	no	yes
Univ. of Maryland	yes	
Miami Univ. (Ohio)	yes	
Michigan State	yes	
Univ. of Minnesota	yes	
Univ. of Mississippi	yes	
Univ. of Missouri	yes	
Univ. of Montana	no	yes
Montana State	yes	
Univ. of Nebraska	yes	
Univ. of Nevada	yes	
Univ. of N. Hampshire	yes	
Coll. City New York	yes	
Univ. N. Carolina	no	yes
N. Carolina State	yes	
Ohio State Univ.	yes	
Ohio University	yes	
Univ. of Oklahoma	yes	
Oklahoma A. & M.	no	yes
Univ. of Oregon	no	yes
Oregon State	no	yes
Penn. State	yes	
Purdue University	yes	
Rhode Island State	yes	
Univ. of S. Carolina	no	yes
S. Dakota State	yes	
Univ. Tennessee	no	yes
Univ. of Texas	no	yes
Texas A. & M.	yes	
Texas Tech.	yes	
Univ. of Virginia	no	yes
Virginia Poly.	yes	
Washington State	yes	
William & Mary	yes	
Univ. of W. Virginia	no	yes
New River State (W. V.)	yes	
Univ. of Wisconsin	yes	
Univ. of Wyoming	no	yes
Totals—59	45	14



**PRIVATELY CONTROLLED INSTITUTIONS.  
DEPARTMENTAL ORGANIZATION.**

**TABLE 5.**

Institution	Athletics and Physical Ed. Same Department	Athletics Separate Dept.
Adrian	yes	
Albion	yes	
Albright	yes	
Allegheny	yes	
Amherst	yes	
Augustana, Ill.	yes	
Baker	yes	
Bates	yes	
Baylor	yes	
Beloit	yes	
Birmingham—Southern	yes	
Boston University	yes	
Bowdoin	yes	
Bradley	yes	
Brigham Young	yes	
Brown Univ.	yes	
Butler	yes	
California Christian	yes	
California Tech.	yes	
Capital	yes	
Carleton	yes	
Carroll	yes	
Carson-Newman	yes	
Carthage	yes	
Central	yes	
Coe	yes	
Colby	yes	
Colgate	yes	
Colorado Coll.	yes	
Columbia University	yes	
Cornell, Iowa	yes	
Dartmouth	yes	yes
Denison	yes	
Depauw	no	yes
Drake	yes	
Earlham	yes	
Eureka	yes	
Fordham	yes	
Franklin	yes	
Friends	yes	
Grinnell	yes	
Hamilton	yes	
Harvard University	yes	
Hendrix	yes	
Hiram	yes	
Holy Cross	yes	
Illinois Wesleyan	no	yes
Iowa Wesleyan	yes	
LaFayette	no	yes
Lawrence	yes	
Lebanon Valley	yes	
Macalester	yes	
Marietta	yes	
Marquette	no	yes
Maryville	yes	
Milligan	yes	
James Millikin	yes	
Millsaps	yes	
Monmouth	yes	
Morningside	yes	
Mt. Union	yes	
Muhlenberg	no	yes
Muskingum	yes	
New York University	no	yes



**PRIVATELY CONTROLLED INSTITUTIONS.  
DEPARTMENTAL ORGANIZATION.**

TABLE 5.—Cont.

Institution	Athletics and Physical Ed. Same Department	Athletics Separate Dept.
North Central	yes	
Northwestern University	yes	
Northwestern Coll.	no	Phys. Ed.
Notre Dame	yes	
Oberlin	yes	
Ohio Northern	yes	
Ohio Wesleyan	yes	
Otterbein	yes	
Pomona	yes	
Princeton University	yes	yes
Coll. Puget Sound	yes	
Randolph—Macon	yes	
Roanoke	yes	
Rose Poly.	yes	
Shurtleff	yes	
Simpson	yes	
Southern Methodist Univ.	yes	
Southwestern—Tenn.	yes	
Southwestern—Tex.	yes	
Spokane U.	yes	
Stetson Univ.	yes	
Temple University	no	yes
Trinity—Conn.	no	yes
Trinity—Tex.	yes	
Univ. Chicago	yes	
Univ. of Pennsylvania	yes	
University of Pittsburg	no	yes
Univ. of Redlands	yes	
Univ. of Rochester	yes	
Univ. of South	yes	
Univ. Southern California	no	yes
Univ. of Tulsa	yes	
Wake Forest	yes	
Washington Univ. St. Louis	yes	
Wesleyan Univ.	yes	
Western Reserve Univ.	no	yes
Whitman	yes	
Whittier	yes	
Williams	yes	
Wm. Jewell	yes	
Wooster	yes	
Yankton	yes	
Yale University	no	yes
Totals—107	93	14



Table 6 omitted since only the Hays, Kansas Teachers College had their athletics and physical education in separate departments.

The tables show that in the publicly controlled institutions 45 have their physical education and intercollegiate athletics in same department, while 14 have them in separate departments. This represents 76% of this group with combined departments.



In the privately controlled institutions 93 have a combined department while 14 have separate departments. This represents 86% with combined departments.

In the state teachers colleges 33 have combined departments with 1 having athletics in a separate department. This represents 97% with combined departments.

The three groups combined show a total of 171 with physical education and intercollegiate athletics in same department, and 29 with athletics in a separate department. This represents 85% of the total institutions having a combined department of physical education and intercollegiate athletics and 15% with separate departments. The study made in 1924 shows the total institutions with 78% having a combined department of physical education and intercollegiate athletics. If combining the work of physical education and intercollegiate athletics will improve our athletics, then there has been a decided gain since 1924.

### III. Control of Intercollegiate Athletics.

The administrative control of intercollegiate athletics has been much discussed in recent years. This study shows that there have been some changes made in the control of athletics since the study made in 1924. The opponents of intercollegiate athletics have pointed out the methods of control of athletics as one of the causes of over-emphasis. Faculty members have thought that if the administration of athletics were placed under a faculty committee, many of the objections would be removed. In the study of 1928 the administrators thought it best to have an advisory committee to administer athletics. Others felt that the best plan was to secure the right man as head of the department to administer them. They were more united in their judgment that it was best to have all committee members from inside the institution.

Intercollegiate athletics are administered in four general ways. 1. Faculty committee. 2. Faculty and student committee. 3. Faculty, student, alumni and trustee committee. 4. By head of department as other departments in the institution.

The following tables will show the make-up of the committees that control athletics in the institutions named. In a few cases the numbers of each group were not given, and in a few more the groups making up the committee were not designated. In the legend of the tables; Fac. stands for faculty. Stud. for students. Trus. for trustees.



**PUBLICLY CONTROLLED INSTITUTIONS.**  
**COMMITTEE CONTROL OF ATHLETICS.**

TABLE 7.

Institution	Fac.	Stud.	Alumni	Trus.	Others	Total	Function. Advisory or Administrative	
Univ. of Akron	5	0	0	0	0	5	Adv.	
Univ. of Alabama	0	0	5	0	0	5	Adm.	
Alabama Poly.	10	0	5	0	0	15	Adm.	
Univ. of Arizona	2	3	2	0	0	7	Adv.	
Univ. of Arkansas	5	3	0	0	0	8	Adv.	
Univ. of California, L. A.	*	*	*	0	0	*	Adm.	
Univ. of Cincinnati	No Committee							
Univ. of Colorado	4	3	0	0	0	7	Adv.	
Colorado A. & M.	3	2	0	0	0	5	Adv.	
Connecticut A. & M.	3	0	0	0	0	3	Adv.	
Detroit City College	5	2	1	0	0	8	Adm.	
Univ. of Florida	5	3	3	0	0	11	Adv.	
Georgia Tech	7	3	3	0	0	13	Adm.	
Univ. of Idaho	5	0	0	0	0	5	Adv.	
Univ. of Illinois	5	0	0	0	0	5	Adv.	
Univ. of Indiana	8	0	4	0	0	12	Adv.	
Univ. of Iowa	8	0	3	0	0	11	Adm.	
Iowa State	9	2	3	0	0	14	Adv.	
Kansas A. & M.	8	0	0	0	0	8	Adv.	
Univ. of Kansas	9	2	3	0	0	14	Adv.	
Univ. of Kentucky	4	2	2	1	0	9	Adm.	
Louisiana State	4	2	2	0	0	8	Adv.	
Univ. of Maryland	5	0	0	0	0	5	Adv.	
Miami Univ. (Ohio)	5	2	0	0	0	7	Adv.	
Michigan State	7	2	3	0	0	12	Adv.	
Univ. of Minnesota	8	2	2	0	0	12	Adv.	
Univ. of Mississippi	4	1	2	0	0	7	Adm.	
Univ. of Missouri	7	2	4	0	0	13	Adv.	
Univ. of Montana	5	0	0	0	0	5	Adm.	
Montana State	4	2	1	0	0	7	Adv.	
Univ. of Nebraska	5	2	1	0	2	10	Adm.	
Univ. of Nevada	2	3	0	0	0	5	Adv.	
Univ. of N. Hampshire	5	0	0	0	0	5	Adv.	
Coll. City New York	9	0	1	0	0	10	Adv.	
Univ. of N. Carolina	5	3	3	0	0	11	Adm.	
N. Carolina State	7	0	0	0	0	7	Adv.	
Ohio State Univ.	6	2	2	1	0	11	Adm.	
Ohio University	No Committee							
Univ. of Oklahoma	8	2	2	0	0	12	Adm.	
Oklahoma A. & M.	6	3	1	1	2	13	Adm.	
Univ. of Oregon	3	7	2	0	0	12	Adm.	
Oregon A. & M.	3	5	1	0	0	9	Adm.	
Penn. State	5	3	5	1	1	15	Adv.	
Purdue Univ.	5	0	0	0	0	5	Adv.	
Rhode Island State	5	0	0	0	0	5	Adv.	
Univ. of S. Carolina	3	2	2	0	0	7	Adv.	
S. Dakota State	5	0	0	0	0	5	Adv.	
Univ. of Tennessee	2	2	2	0	0	6	Adm.	
University of Texas	3	1	1	0	0	5	Adm.	
Texas A. & M.	4	1	2	0	0	7	Adv.	
Texas Tech	*	*	0	0	0	*	Adm.	
Univ. of Virginia	3	3	3	0	0	9	Adm.	
Virginia Polytechnic	0	3	1	0	5	9	Adm.	
William & Mary	3	3	3	0	0	9	Adm.	
Washington State	3	3	3	1	0	10	Adm.	
Univ. of W. Virginia	2	2	2	0	0	6	Adv.	
New River State (W. Va.)	5	0	0	0	0	5	Adm.	
Univ. of Wisconsin	5	1	2	0	0	8	Adm.	
Univ. of Wyoming	5	7	1	7	1	21	Adm.	
<b>Total—59</b>	<b>271</b>	<b>96</b>	<b>88</b>	<b>12</b>	<b>11</b>	<b>477</b>	<b>Adv. 31 Adm. 29</b>	



**PRIVATELY CONTROLLED INSTITUTIONS.  
DEPARTMENTAL PERSONNEL.**

TABLE 8

Institution	Fac.	Stud.	Alumni	Trus.	Others	Total	Function. Advisory or Administrative	
Adrian	3	3	0	0	0	6	Adv.	
Albion	3	0	2	0	0	5	Adm.	
Albright	2	0	0	11	0	13	Adm.	
Allegheny	5	0	0	0	0	5	Adm.	
Amherst	No Committee							
Augustana	4	3	0	1	0	8	Adm.	
Baker	5	0	0	0	0	5	Adv.	
Bates	5	5	4	0	0	14	Adv.	
Baylor	4	1	0	0	0	5	Adv.	
Beloit	7	1	0	0	0	8	Adm.	
Birmingham—South	4	3	0	0	0	7	Adm.	
Boston University	*	0	0	0	0	*	Adv.	
Bowdoin	3	5	5	0	0	13	Adv.	
Bradley	*	0	0	0	0	*	Adm.	
Brigham Young U.	5	1	1	1	0	8	Adm.	
Brown Univ.	5	0	2	4	0	11	Adm.	
Butler	4	0	0	0	0	4	Adv.	
California Christian	2	2	0	0	0	4	Adm.	
California Tech	6	6	1	0	0	13	Adm.	
Capital	3	3	0	0	0	6	Adm.	
Carleton	No Committee							
Carroll	*	0	0	0	0	*	Adv.	
Carson-Newman	*	0	0	0	0	*	Adv.	
Carthage	4	2	1	0	0	7	Adm.	
Central	No Committee							
Coe	3	2	1	1	0	7	Adv.	
Colby	3	3	2	0	0	8	Adv.	
Colgate	3	0	3	3	0	9	Adm.	
Colorado Coll.	2	2	2	1	2	9	Adm.	
Columbia University	4	3	3	2	2	14	Adv.	
Cornell—Iowa	3	0	0	0	0	3	Adv.	
Dartmouth	3	3	3	0	0	9	Adm.	
Denison	3	2	0	0	0	5	Adv.	
Depauw	Committee							Adm.
Drake University	*	0	0	0	0	*	Adv.	
Earlham	*	0	0	0	0	*	Adm.	
Eureka	4	5	0	0	0	9	Adv.	
Fordham Univ.	0	0	3	0	0	3	Adv.	
Franklin	4	1	0	0	0	5	Adv.	
Friends	3	0	0	2	2	7	Adv.	
Grinnell	5	0	0	0	0	5	Adv.	
Hamilton	3	3	3	0	0	9	Adv.	
Harvard University	4	3	3	0	0	10	Adv.	
Hendrix	*	0	0	0	0	*	Adv.	
Hiram	3	0	0	0	0	3	Adv.	
Holy Cross	No Committee							
Illinois Wesleyan	3	0	0	0	0	3	Adm.	
Iowa Wesleyan	*	0	0	0	0	*	Adv.	
LaFayette	*	0	0	5	0	*	Adm.	
Lawrence	4	3	0	0	0	7	Adv.	
Lebanon Valley	6	0	3	1	0	10	Adv.	
Macalester	3	2	1	0	0	6	Adv.	
Marietta	*	0	0	0	0	*	Adv.	
Marquette	3	1	1	0	0	5	Adv.	
Maryville	4	4	2	0	0	10	Adm.	
Milligan	5	2	0	0	0	7	Adm.	
James Millikin	5	2	1	0	0	8	Adm.	
Millsaps	*	0	0	0	0	*	Adv.	
Monmouth	3	2	2	2	0	9	Adv.	
Morningside	5	0	0	0	0	5	Adv.	
Mt. Union	5	0	1	1	0	7	Adv.	
Muhlenberg	1	2	6	2	3	14	Adm.	



**PRIVATELY CONTROLLED INSTITUTIONS.  
COMMITTEE CONTROL OF ATHLETICS.**

TABLE 8

Institution	Fac.	Stud.	Alumni	Trus.	Others	Total	Function. Advisory or Administrative	
Muskingum	*	0	0	0	0	*	Adm.	
New York University	6	0	0	0	0	6	Adm.	
North Central	4	3	0	0	0	7	Adm.	
Northwestern University	*	0	0	0	0	*	Adv.	
Northwestern Coll.	3	0	0	0	0	3	Adv.	
Notre Dame	*	0	0	0	0	*	Adv.	
Oberlin	3	3	3	0	0	9	Adv.	
Ohio Northern	No Committee							
Ohio Wesleyan	5	2	0	0	0	7	Adv.	
Otterbein	5	0	0	0	0	5	Adv.	
Pomona	4	3	0	0	0	7	Adv.	
Princeton	*	*	0	0	0	*		
Coll. Puget Sound	6	0	0	0	0	6	Adm.	
Randolph—Macon	4	3	3	0	0	10	Adm.	
Roanoke	*	0	0	0	0	*	Adm.	
Rose Poly.	5	0	0	0	0	5	Adv.	
Shurtleff	3	0	0	0	0	3	Adv.	
Simpson	2	2	1	1	0	8	Adv.	
Southern Methodist U.	5	0	0	0	0	5	Adm.	
Southwestern—Tenn.	Committee							Adm.
Southwestern—Tex.	6	1	0	0	0	7	Adv.	
Spokane U.	2	5	0	0	0	7	Adv.	
Stetson U.	4	1	2	1	0	8	Adv.	
Temple University	6	2	3	1	0	12	Adv.	
Trinity—Conn.	4	3	3	0	0	10	Adm.	
Trinity—Tex.	5	0	0	3	0	8	Adm.	
U. of Chicago	No Committee							
Univ. of Pennsylvania	5	5	5	0	0	15	Adv.	
Univ. of Pittsburgh	3	1	2	1	0	7	Adv.	
Univ. of Redlands	3	0	1	1	0	5	Adm.	
Univ. of Rochester	3	3	2	0	0	8	Adv.	
Univ. of South	3	1	1	0	0	5	Adv.	
Univ. of Southern California	5	2	2	0	0	9	Adm.	
Univ. of Tulsa	*	0	0	*	0	*	Adm.	
Wake Forest	Committee							Adm.
Washington Univ.	7	4	3	0	0	14	Adm.	
Weselyan Univ.	*	0	0	0	0	*	Adv.	
Western Reserve U.	5	0	1	1	0	7	Adm.	
Whitman	2	3	0	0	0	5	Adv.	
Whittier	3	2	0	2	0	7	Adv.	
Williams	3	3	3	0	0	9	Adm.	
Wm. Jewell	5	0	0	0	0	5	Adv.	
Wooster	*	*	*	*	0	*	Adv.	
Yankton	2	1	0	0	0	3	Adm.	
Yale University	8	2	2	0	0	12	Adv.	
Total—107	310	135	93	48	9	591	Adv. 57 Adm. 49	



**STATE TEACHERS COLLEGES.**  
**COMMITTEE CONTROL OF ATHLETICS.**

TABLE 9.

Institution	Fac.	Stud.	Alumni	Trus.	Others	Total	Function. Advisory or Administrative
Flagstaff, Ariz. -----	3	3	0	0	0	6	Adm.
Santa Barbara, Cal. -----	3	4	0	0	0	7	Adv.
Cunnison, Colo. -----	2	0	0	0	0	2	Adv.
Carbondale, Ill. -----	3	0	0	0	0	3	Adv.
Charleston, Ill. -----	3	2	0	0	0	5	Adm.
Macomb, Ill. -----	3	8	0	0	0	11	Adv.
Normal, Ill. -----	9	5	0	0	0	14	Adv.
Muncie, Ind. -----	3	0	0	0	0	3	Adm.
Terre Haute, Ind. -----	4	0	0	0	0	4	Adv.
Hays, Kan. -----	9	0	0	0	0	9	Adv.
Bowling Green, Ky. -----	7	0	0	0	0	7	Adm.
Kalamazoo, Mich. -----	3	5	0	0	0	8	Adv.
Marquette, Mich. -----	6	0	0	0	0	6	Adv.
Ypsilanti, Mich. -----	3	0	0	0	0	3	Adm.
Moorhead, Minn. -----	4	1	0	0	0	5	Adv.
Hattiesburg, Miss. -----	*	0	0	0	0	*	Adv.
Cape Girardeau, Mo. -----	5	0	0	0	0	5	Adv.
Kirkville, Mo. -----	7	2	0	0	0	9	Adm.
Dillon, Mont. -----	3	4	0	0	0	7	Adm.
Albany, N. Y. -----	*	*	0	0	0	*	Adm.
Cortland, N. Y. -----	1	10	0	0	0	11	Adv.
Minot, N. Dak. -----	5	0	0	0	0	5	Adv.
Valley City, N. Dak. -----	4	3	0	0	0	7	Adv.
Kent, Ohio -----	8	0	0	0	0	8	Adv.
Indiana, Pa. -----	12	0	0	0	0	12	Adv.
Slippery Rock, Pa. -----	5	0	0	0	0	5	Adm.
Murfreesboro, Tenn. -----	4	0	0	0	0	4	Adv.
Canyon, Tex. -----	*	0	0	0	0	*	Adv.
San Marcos, Tex. -----	5	0	0	0	0	5	Adv.
Bellingham, Wash. -----	0	*	0	0	0	*	Adm.
Fairmont, W. Va. -----	No Committee						
Eau Claire, Wis. -----	No Committee						
Milwaukee, Wis. -----	4	6	0	0	0	10	Adv.
Oshkosh, Wis. -----	5	6	0	0	0	11	Adv.
Total—34	133	59	0	0	0	170	Adv. 22 Adm. 12

The committees above control or administer the affairs of intercollegiate athletics, and do not refer to special committees for eligibility of players. A number of institutions had a separate committee for this purpose.

The purpose of the committees varied somewhat in the institutions. But as a general rule the function which they performed were given as: finance-making of schedules, player awards, making the athletic policy of the institution, securing coaches, etc.

Whether the committee was administrative or advisory gives some idea of the use of the committee. In a few cases where the function of the committee was not stated, the writer used his judgment from the facts given to determine whether the committee was administrative or advisory in function.



In glancing over the tables one fact stands out in many institutions, and that is the large number of persons making up the committee. Probably other committees in the same institutions would be made up of a smaller number of persons. Probably the one reason for the large number making up the committee is found in the history of the development of intercollegiate athletics. Athletics began as outside activities and the faculty members paid little attention to them until they had developed into large spectacles. They were directed to a great extent by alumni and others outside the faculty, and it has taken time for the faculty to get control of them. Within the past fifteen years there has been a growing tendency to place athletics more and more under control of a faculty committee. The total number of members of the athletic committees of the 200 institutions studied are 1238, or an average of 6.2 persons to each committee or institution.

Credit for establishing the following athletic rules should go to the faculty members and departments of intercollegiate athletics. 1. Three years of competition. 2. Freshman rule. 3. The transfer rule. These rules have been formed through the organization of college conferences in the various states. Athletic conferences have done much to raise the level of intercollegiate athletic competition. Some of the accrediting agencies of higher education have insisted that members belong to a conference controlled by faculty members. This brings concerted action by a large number of institutions on our athletics and helps the administrators in solving their athletic problems.

Department control of intercollegiate athletics is another form of interest to all. In this method the work is handled thru the head of the department in the manner of other departments in the institution. With the proper man at the head this is the best way of handling our intercollegiate athletics. The men in the work see the dangers and think of correcting them before other faculty members are able to do so. In the 1924 study of 151 institutions there was but one institution that had departmental control with no committee. That institution was Carleton College. This study eight years later shows the following institutions with no committee and departmental control. The ten institutions are: University of Cincinnati, Ohio University, Amherst College, Carleton College, Central College, Holy Cross College, Ohio Northern University, University of Chicago, State Teachers College, Fairmount, W. Va. and Eau Claire, Wisconsin State Teachers College. In eight years this plan has increased from one institution to ten institutions, and some of them large institutions. The president felt that, with the right man to head the department, they would prefer to leave the athletic policies of their institutions largely to his judgment.

Some athletic conferences have selected a commissioner to handle all matters of the conference, and especially those duties which, if handled



by conference members, would lead to ill-feeling and jealousy. This plan seems to be very successful, and no conference that has adopted the plan has discarded it.

Opposed to the idea of faculty control of athletics and the making of intercollegiate athletics a part of the educational work of the institution, is the idea of some faculty members of having intercollegiate athletics separate and apart from faculty control. They would do away with scholastic eligibility and many of our present rules.

In the institutions on the Pacific Coast the Associated Students, a student organization, has a greater voice in the control of intercollegiate athletics than in any other section of the country. The study in 1924 showed they had greater control of athletics then than they do today.

The tables show that 190 out of the 200 institutions studied had some form of committee control of intercollegiate athletics. Some of these committees were administrative and some advisory. Also that 10 institutions or 5% had departmental control.

In the publicly controlled institutions 13 had their athletics controlled by a faculty committee. That faculty and students formed the committee in 4. Alumni were represented on the committees of 38 out of the 59 institutions. Trustees were on the athletic committee of 6 of the group.

In the privately controlled institutions a faculty committee was found in 32 institutions. Faculty and students controlled the athletics in 16 of this list. The alumni were represented on committees of 40 of the 107 in this group. Trustees were represented on the committee of 24 private institutions.

In the state teachers colleges group a faculty committee was in charge in 16 of these institutions. A faculty and student committee in 14 of the others. Alumni and trustees are not listed in this group.

The total for the three groups show that athletics are controlled by a faculty committee in 61 institutions or in 30% of all studied. The 1924 study shows that 16% of the 151 institutions had control by the faculty. This study shows that 34 institutions or 17% had their athletics controlled by faculty and students. The 1924 study shows that 13% had their athletics controlled by faculty and students. In this study the alumni are represented on the committees of 78 institutions or 39%. The 1924 study showed that they were represented on 64% of all the institutions. In the eight years since 1924 there has been a large drop in the representation of alumni on athletic boards. However, this study shows that several institutions have an athletic committee made up solely of alumni. This study shows that 30 institutions or 15% of the institutions had trustees on their committee. The study of 1924 showed but 4% representation by the trustees. This shows that the governing boards of our institutions are taking a more active part in the administration of our college athletics.



#### IV. Physical Education Programs.

The tables show many things regarding the physical education program of the institutions in the study. It is safe to assume that these programs are similar to those of other institutions not in the study. Nearly all of the institutions of higher education in the country require and give positive credit for physical education work. This study shows that there has been a great increase in physical education in the colleges since 1924. Also that there has been a greatly enlarged program of the work since 1924. There is much evidence that there has been a better planning of the work since then. One outstanding feature of the study has been the increase in intramural play in the colleges. Intramural is of great value to the students for recreation and exercise. Intramural play should give to the students who take part, some of the values of intercollegiate athletics without the long practice periods of the latter.

The number of activities of the physical education programs have been much enlarged. Golf, tennis, handball, swimming, speedball, soccer, volley ball, skating, winter sports and many others are now enjoyed by many college students on the college grounds.

The tables below show who are required to take physical education in the various institutions. There is a growing tendency to require freshmen and sophomores to take class work, and allow the junior and senior men to choose their physical education activities. The tables also indicate that in many institutions the freshmen and sophomores may choose somewhat as to their physical educational activities. The tables also indicate to some extent what they may choose or elect in the work. The tables show information as to training of teachers of physical education. Also some information regarding intramural play.



**PUBLICLY CONTROLLED INSTITUTIONS.  
PHYSICAL EDUCATION PROGRESS.**

TABLE 10

Insttution	Phys. Ed. re- quired of	P. E. may be elected by	What may they elect	Train P. E. Teachers	Give minor— major degree	Have Intra- mural Play	What % men take part	Lack Equipment	Stadium built when	Field House built when
Univ. of Akron	F—S	S.	games	yes	deg.	yes	—	yes	1923	none
Univ. of Alabama	F—S	J-S	games	yes	deg.	yes	40%	yes	1929	none
Alabama Poly	F	—	—	yes	minor	yes	50	yes	none	none
Univ. of Arizona	F	—	—	yes	deg.	yes	70	no	1929	1926
Univ. of Arkansas	None	—	—	yes	minor	yes	60	—	1926	1921
Univ. of California—L. A.	F—S	J-S	15 Acti.	yes	deg.	yes	34	no	none	none
Univ. of Cincinnati	F—S	—	—	yes	deg.	yes	75	yes	1925	none
Univ. of Colorado	All	All	games	yes	deg.	yes	90	no	1923	none
Colorado A. & M.	F—S	—	—	yes	—	yes	20	yes	1924	1927
Connecticut A. & M.	F	—	—	—	—	yes	50	no	none	none
Detroit City Coll.	F—S	—	—	yes	A. M	some	—	yes	none	none
Univ. of Florida	F	—	games	yes	deg.	yes	70	yes	—	none
Georgia Tech	None	None	—	no	—	no	—	no	1924	none
Univ. of Idaho	F—S	—	—	yes	major	yes	65	yes	1921	none
Univ. of Illinois	F—S	J-S	Activ.	yes	deg.	yes	50	no	1924	1924
Univ. of Indiana	Mil.	—	—	yes	M. S.	yes	60	no	1925	1928
Univ. of Iowa	F—S	All	—	yes	deg.	yes	70	no	1929	1926
Iowa State	F—S	Some	—	yes	minor	yes	85	no	1925	none
Kansas A. & M.	F—S	F-S	—	yes	major	yes	80	no	1923	none
Univ. of Kansas	F—S	Some	games	yes	major	yes	69	no	1927	none
Univ. of Kentucky	F—S	J-S	—	yes	minor	yes	75	yes	1924	none
Louisiana State	All	—	—	yes	minor	yes	—	yes	1932	1932
Univ. of Maryland	Some	All	—	yes	major	yes	40	no	1923	1932
Miami Univ. (Ohio)	F—S	J-S	games	yes	major	yes	90	yes	1932	none
Michigan State	F	S-J-S	games	yes	major	yes	40	yes	1923	1928
Univ. of Minnesota	F	Some	Act.	yes	deg.	yes	75	yes	1924	1928
Univ. of Mississippi	F—S	—	games	no	minor	yes	50	yes	1926	1929
Univ. of Missouri	F—S	All	games	yes	major	yes	57	no	1926	1929
Univ. of Montana	F—S	—	games	yes	major	yes	75	yes	1924	none
Montana State	F	S-	class	yes	major	yes	75	no	none	none
Univ. of Nebraska	Mil.	All	games	yes	major	yes	90	yes	1923	1926
Univ. of Nevada	F—S	All	sports	yes	minor	yes	90	yes	1915	1915
Univ. of N. Hampshire	F—S	—	—	no	—	yes	—	yes	1926	none
Coll. City of New York	F—S	J-S	class	yes	major	—	—	yes	1915	none
Univ. of N. Carolina	F	—	—	no	—	yes	50	—	1927	1927
N. Carolina State	F—S	S	sports	yes	minor	yes	50	yes	1922	none



**PUBLICLY CONTROLLED INSTITUTIONS.  
PHYSICAL EDUCATION PROGRESS.**

TABLE 10—Cont.

Institution	Phys. Ed. re- quired of	P. E. may be elected by	What may they elect	Train P. E- Teachers	Give minor— major degree	Have Intra- mural Play	What % men take part	Lack Equipment	Stadium built when	Field House built when
Ohio State Univ. -----	F	All	sports	yes	Ph. D.	yes	90	no	1922	none
Ohio University -----	F—S	S	—	yes	major	yes	85	no	1929	none
Univ. of Oklahoma -----	All	—	—	yes	major	yes	60	yes	1928	1923
Oklahoma A. & M. -----	F	All	sports	yes	major	yes	75	yes	1932	none
Univ. of Oregon -----	F—S	J-S	class	yes	deg.	yes	50	no	1926	1926
Oregon A. & M. -----	F—S	sports	games	yes	minor	yes	85	no	1924	none
Penn. State -----	F—S	—	sports	yes	major	yes	85	yes	none	none
Purdue University -----	Mil.	no	—	yes	deg.	yes	75	no	1920	none
Rhode Island State -----	F-S	J-S	sports	yes	minor	yes	90	yes	none	none
Univ. of S. Carolina -----	F—S	—	—	no	—	yes	40	yes	1928	1929
S Dakota State -----	no	—	—	no	—	yes	60	yes	1920	none
Univ. of Tennessee -----	F—S	S-	games	yes	major	yes	50	yes	1927	none
Univ. of Texas -----	F—S	S-J-S	Activ.	yes	deg.	yes	80	yes	1925	none
Texas A. & M. -----	F	—	sports	yes	major	yes	50	no	1929	none
Texas Tech -----	F—S	yes	sports	yes	major	yes	30	no	1928	1928
Univ. of Virginia -----	F—S	All	class	no	—	yes	20	yes	1930	none
Virginia Poly. -----	F	—	—	yes	minor	yes	70	no	1925	none
William & Mary -----	F—S	some	sports	yes	major	yes	40	yes		
Washington State -----	All	S-J-S	Activ.	yes	A. M.	yes	25	no	1925	1929
Univ. W. Virginia -----	F	some	—	yes	major	yes	73	yes	1926	1929
New River State, W. Va. -----	All	J-S	—	yes	minor	yes	70	no	1932	1932
Univ. of Wisconsin -----	F—S	—	sports	yes	deg.	yes	—	yes	1920	1930
Univ. of Wyoming -----	F—S	—	—	yes	major	yes	95	yes	1927	none



TABLE 11.

PRIVATELY CONTROLLED INSTITUTIONS.  
PHYSICAL EDUCATION PROGRAM

Insttution	Phys. Ed. re- quired of	P. E. may be elected by	What may they elect	Train P. E. Teachers	Give minor— major degree	Have Intra- mural Play	What % men take part	Lack Equipment	Stadium built when	Field House built when
Adrian	F—S	J-S	Class	yes	major	yes	75%	yes	none	1933
Albion	F—S	—	—	yes	minor	yes	60	no	1914	none
Albright	F—S	F-S	—	no	—	yes	40	yes	1926	none
Allegheny	F—S	J-S	games	no	—	yes	80	yes	none	none
Amherst	F—S—J	S-	games	no	—	yes	—	no	none	none
Augustana—Ill.	F—S	J-S	Activ.	yes	minor	yes	75	yes	none	1917
Baker	F—S	J-S	games	yes	major	yes	90	no	none	none
Bates	F—S—J	All	games	no	—	yes	40	no	none	1928
Baylor	F—S	J-S	—	no	minor	yes	40	yes	none	none
Beloit	F—S	—	—	no	—	yes	95	yes	1909	none
Birmingham—South.	F	—	—	no	—	yes	75	yes	1923	none
Boston University	All	—	—	yes	deg.	yes	—	no	1928	1923
Bowdoin	F—S	some	games	yes	Cert.	yes	60	no	1912	none
Bradley	F—S	All	—	no	—	yes	85	no	1924	none
Brigham Young	F—S	some	Class	yes	major	yes	90	no	1928	none
Brown Univ.	F	F-	sports	no	—	yes	75	no	1925	1927
Butler	All	All	—	yes	minor	yes	75	yes	1927	1927
California Christ.	All	J-S	Activ.	yes	major	yes	80	no	none	none
California Tech	All	All	sports	no	—	yes	73	yes	none	none
Capital	F—S	All	G-T-S.	no	—	yes	78	yes	1928	none
Carleton	F—S—J	J-	Activ.	yes	minor	yes	50	no	1927	none
Carroll	F—S	All	Tests	yes	minor	yes	70	yes	1931	1924
Carson-Newman	F—S	—	—	no	—	yes	75	no	none	none
Carthage	All	—	—	yes	minor	yes	93	no	none	1930
Central	F—S	J-S	Activ.	yes	major	yes	50	yes	none	none
Coe	F—S	S-	Sports	yes	major	yes	40	yes	none	1929
Co'by	F—S	—	—	—	minor	yes	50	yes	1921	1930
Colgate	F—S	some	sports	no	—	yes	89	yes	none	none
Colorado Coll.	F—S	—	—	no	—	yes	75	no	1926	none
Columbia University	All	—	Activ.	yes	Ph. D	yes	—	yes	1922	1924
Cornell Coll.	F—S	All	Activ.	no	—	yes	75	no	1920	none
Dartmouth	F—S	All	Activ.	yes	major	yes	60	no	1923	1927
Denison	F—S	some	Activ.	yes	major	yes	94	no	1922	1922
Depauw	F—S	All	sports	yes	minor	yes	80	yes	none	1925
Drake	All	none	—	—	minor	yes	75	no	1922	none
Earlham	All	All	sports	yes	—	yes	85	no	none	1924



PRIVATELY CONTROLLED INSTITUTIONS.

TABLE 11 —Cont.

PHYSICAL EDUCATION PROGRAM.

Institution	Phys. Ed. re- quired of	P. E. may be elected by	What may they elect	Train P. E- Teachers	Give minor— major degree	Have Intra- mural Play	What % men take part	Lack Equipment	Stadium built when	Field House built when
Eureka	F—S	J-S	sports	no	----	yes	80	no	none	none
Fordham	F—S	J-S	----	yes	----	----	----	----	none	none
Franklin	F—S	All	sports	yes	minor	yes	90	yes	1910	none
Friends	F—S	----	----	no	----	yes	75	no	1930	none
Grinnell	F—S—J	All	Activ.	yes	major	yes	90	no	1910	none
Hamilton	All	F-S	sports	no	----	yes	80	yes	none	none
Harvard University	F	F-	sports	no	----	yes	70	no	1903	1930
Hendrix	F—S	----	----	no	----	yes	62	no	1923	1927
Hiram	F—S	All	sports	yes	minor	yes	50	yes	none	none
Holy Cross	F—S	J-S	----	no	----	yes	75	no	1923	none
Illinois Wesleyan	F—S	J-S	----	yes	minor	yes	80	yes	none	none
Iowa Wesleyan	F—S	J-S	----	yes	minor	yes	95	no	none	none
LaFayette	F—S	S-	Activ.	no	----	yes	75	yes	1924	none
Lawrence	F—S	J-S	Activ.	no	----	yes	90	no	none	1928
Lebanon Valley	F—S	F-S	sport	no	----	yes	75	yes	none	none
Macalester	All	All	Activ.	yes	minor	yes	75	no	none	1926
Marietta	F—S	J-S	Activ.	no	----	yes	87	yes	none	1929
Marquette	F	S-J-S	Activ.	yes	deg.	yes	30	yes	1925	none
Maryville	F—S	All	Activ.	no	----	yes	75	yes	1927	1923
Milligan	All	none	----	yes	minor	yes	90	no	none	none
James Millikin	F	----	----	no	----	yes	----	yes	none	none
Millsaps	F—Ath.	All	sports	no	----	yes	75	yes	none	none
Monmouth	F—S	J-S	sports	yes	minor	yes	75	yes	none	none
Morningside	F—S	----	----	yes	----	yes	60	yes	1915	none
Mt. Union	F—S	S-	sports	yes	minor	yes	----	no	1927	1921
Muhlenberg	All	none	----	no	----	yes	80	yes	none	none
Muskingum	F—S	----	sports	yes	minor	yes	90	no	1925	none
New York University	no	----	----	yes	deg.	yes	80	yes	none	1931
North Central	F—S	F-S	Activ.	yes	major	yes	70	no	none	1931
Northwestern Univ.	F—S	yes	----	yes	major	yes	90	yes	1925	1910
Northwestern Coll.	no	----	sports	no	----	no	----	yes	none	none
Notre Dame	F—S	All	sports	yes	----	yes	----	no	1930	1924
Oberlin	F—S	yes	Activ.	yes	deg.	yes	80	no	1925	none
Ohio Northern	F—S	some	Activ.	yes	major	yes	60	no	none	1928
Ohio Wesleyan	F—S	yes	sports	yes	major	yes	90	no	1929	none
Otterbein	F—S	J-S	----	yes	minor	yes	94	no	none	none



**PRIVATELY CONTROLLED INSTITUTIONS.  
PHYSICAL EDUCATION PROGRAM**

TABLE 11.—Cont.

Institution	Phys. Ed. re- quired of	P. E. may be elected by	What may they elect	Train P. E. Teachers	Give minor— major degree	Have Intra- mural Play	What % men take part	Lack Equipment	Stadium built when	Field House built when
Pomona	All	Tests	Activ.	—	—	yes	80	no	1915	1922
Princeton	F	some	Activ.	yes	major	yes	—	no	—	—
Coll. Pudget Sound	All	All	Activ.	yes	minor	yes	50	yes	none	none
Randolph-Macon	F	no	—	no	—	yes	75	yes	none	1923
Roanoke	F—S	yes	Activ.	no	—	yes	90	no	1928	none
Rose Poly.	None	All	games	no	—	—	50	no	none	none
Shurtleff	F—S	—	—	yes	minor	yes	75	yes	none	none
Simpson	F—S	yes	Activ.	yes	minor	yes	80	yes	none	none
Southern Methodist	F—S	yes	Activ	yes	major	yes	80	no	1927	none
Southwestern—Tenn.	F—S	no	—	no	—	yes	75	no	1932	1926
Southwestern—Tex.	F—S	—	—	yes	—	yes	75	yes	1930	none
Spokane U.	All	—	—	yes	minor	yes	60	yes	none	none
Stetson U.	F—S	—	—	yes	minor	yes	—	no	none	none
Temple University	F—S	S-	Activ.	yes	major	yes	25	yes	1928	1925
Trinity—Conn.	F—S—J	J-	sports	no	—	yes	70	no	none	none
Trinity—Tex.	F—S	J-S	sports	no	—	yes	50	no	1925	1927
Univ. of Chicago	None	All	Activ.	no	—	yes	66	yes	1926	1931
Univ. of Pennsylvania	All	Grad.	Activ.	yes	major	yes	30	yes	1921	none
Univ. of Pittsburgh	F	S-J-S	sports	yes	major	—	—	yes	1928	none
Univ. of Redlands	All	J-S	Activ.	yes	major	yes	80	no	none	1926
Univ. of Rochester	F—S	some	class	no	—	yes	75	no	1930	1930
Univ. of South	yes	—	—	no	—	yes	90	no	none	1928
U. Southern Calif.	F—S	—	—	yes	major	yes	—	yes	1931	none
Univ. of Tulsa	F—S	J-S	—	no	—	yes	75	yes	1930	none
Wake Forest	All	—	—	no	—	yes	60	yes	1923	none
Washington Univ.	F—S	S-	Activ.	no	—	yes	65	yes	1903	1925
Wesleyan Univ.	F—S—J	yes	sports	no	—	yes	75	no	none	1931
Western Reserve U.	F—S	—	sports	no	—	yes	60	yes	none	none
Whitman	F	S-J-S	class	yes	—	yes	75	no	1926	none
Whittier	All	J-S	Activ.	yes	major	yes	50	no	1928	none
Williams	F—S	S-	Activ.	no	—	yes	95	no	none	1928
Wm. Jewell	F—S	J-S	Activ.	yes	major	yes	80	yes	none	none
Wooster	F—S	—	—	yes	minor	yes	75	yes	1924	none
Yankton	F—S	J-S	sports	no	—	yes	75	no	1926	none
Yale University	F	—	—	no	—	yes	—	no	1914	1923



**STATE TEACHERS COLLEGES.  
PHYSICAL EDUCATION PROGRAM.**

TABLE 12.

Institution	Phys. Ed. re- quired of	P. E. may be elected by	What may they elect	Train P. E. Teachers	Give minor— major degree	Have Intra- mural Play	What % men take part	Lack Equipment	Stadium built when	Field House built when
Flagstaff, Ariz.	F	—	—	yes	major	yes	75%	yes	none	none
Santa Barbara, Cal.	All	J-Sr.	T-G	yes	major	yes	35	yes	none	none
Cunnison, Colo.	All	none	—	yes	major	yes	80	yes	none	none
Carbondale, Ill.	F	none	—	yes	major	yes	60	yes	none	none
Charleston, Ill.	F-S	none	—	yes	minor	yes	50	yes	none	none
Macomb, Ill.	F-S	yes	—	yes	major	yes	95	yes	none	1928
Normal, Ill.	F-S	Fr.-S	games	yes	major	yes	80	yes	none	none
Muncie, Ind.	All	none	—	yes	major	yes	40	no	none	none
Terre Haute, Ind.	All	All	T-G-S	yes	M. S.	yes	50	yes	none	none
Hays, Kan.	F-S	J-Sr	games	yes	major	yes	70	no	none	none
Bowling Green, Ky.	F-S	J-Sr.	games	yes	major	yes	75	yes	1925	1930
Kalamazoo, Mich.	All	some	games	yes	major	yes	75	yes	none	none
Marquette, Mich.	F-S	Fr.-S	—	yes	major	yes	25	yes	1932	none
Ypsilanti, Mich.	All	—	—	yes	major	yes	75	no	none	none
Moorhead, Minn.	F-S	J-Sr.	games	yes	major	yes	80	no	none	1932
Hattiesburg, Miss.	All	none	—	yes	major	no	—	no	1932	none
Cape Girardeau, Mo.	F-S	J-Sr.	T-S	yes	major	yes	20	yes	1930	1927
Kirksville, Mo.	F-S	none	—	yes	major	yes	50	yes	1928	none
Dillon, Mont.	All	no	—	yes	minor	yes	60	yes	none	1925
Albany, N. Y.	F-S	no	—	no	—	yes	75	yes	none	none
Cortland, N. Y.	All	no	—	yes	major	yes	90	yes	1923	none
Minot, N. Dak.	F-S	—	—	yes	minor	yes	75	yes	1930	none
Valley City, N. Dak.	F-S	J-S	games	yes	minor	yes	—	—	none	none
Kent, Ohio	All	—	—	yes	major	yes	70	yes	none	1925
Indiana, Pa.	All	Soph.	games	no	—	yes	—	no	none	none
Slippery Rock, Pa.	All	J-S	games	yes	major	yes	75	no	none	none
Murfreesboro, Tenn.	F-S	F-S	—	yes	major	yes	50	yes	none	none
Canyon, Tex.	F-S	F-S	games	yes	major	yes	60	yes	1929	1923
San Marcos, Tex.	F-S	—	—	yes	minor	no	—	—	1932	1931
Bellingham, Wash.	All	—	—	yes	major	yes	65	no	1922	none
Fairmont, W. Va.	F-S	—	—	no	—	yes	80	yes	1928	none
Eau Claire, Wis.	F	—	—	no	—	yes	40	yes	none	none
Wilwaukee, Wis.	F-S	—	—	yes	minor	yes	93	no	none	1931
Oskosh, Wis.	F	—	—	no	—	yes	—	yes	none	none



The tables show that nearly every institution in the study requires some physical education work. Some few institutions allow their students to take military drill instead of physical training. The tables show that 5 of the publicly controlled institutions require physical education of all students. That 19 of the privately controlled institutions require it of all students and that 13 of the teachers college group require all of their students to take physical education. Thus making a total of 37 institutions that require all of their students to take physical education. The 1924 study showed that there were only ten institutions that required all students to take the work. The study shows that 34 publicly controlled institutions require the work from the freshmen and sophomores. That 66 of the privately controlled institutions require the work for the first two years. That 17 or half of the teachers colleges group require it for first two years. Thus making a total of 117 of the 200 institutions require two years of physical training. Freshmen only are required to take physical education in 13 of the publicly controlled institutions. Freshmen are required to take the work in 9 privately controlled institutions, and of the teachers college group 4 require it only of the freshmen. Making a total of 26 institutions in the 200 studied that require the work only from the first year men.

The tendency of allowing the student to elect his physical education work is shown in the tables. The tables show that there are several choices allowed. Some allow all to choose between gymnasium classes and intercollegiate sports. Others allow them to choose from the many activities of the department, and some allow them to choose intramural games. In the tables sports refer to intercollegiate competition and games to intramural play or other games. It would seem that where four years of physical education is required a choice in the junior and senior years is a good plan.

Our physical education programs would be more attractive to students if we would remove the idea that they are compelled to take the work. The student should enter into the work with a spirit of recreation and exercise, from the natural spirit of play. Our physical education programs would be more attractive to students if there was more than one activity provided for each class period. Providing several games or activities in the same class period would meet the interests of more students in that class. It would seem that we are just beginning to make our physical education work attractive to a large number of students.

The tables show a large number of institutions training teachers for physical education work. The amount of work given varies from a minor to the graduate degrees. The study shows that 51 out of the 59 publicly controlled institutions train teachers of physical education. That 57 of the privately controlled institutions give at least a minor, and that 29 out of the 34 teachers colleges train teachers for physical education. Making a total of 137 out of the 200 institutions in the study that train physical education teachers.



The tables show a large amount of intramural play in nearly all of the institutions. Much stress has been placed on intramural play, judging by the large amount found in the tables. However, several of the men with excellent intramural programs question its value in a physical education program. They did not state specific reasons, but maintained that the negative side of intramural play was a strong one. The percentage of men taking part in one or more intramural sports during the year is given in the tables. The median for the various institutions is 75%.

The question as to equipment for intramural play has been asked. In 1924 there seemed to be a great shortage of equipment, fields, buildings and teachers for the work. That it has been partially supplied is shown by the large number who say they do not lack equipment for the work.

It has often been said that the last ten years have been a period of building stadia and field houses. These stadia built for football and field houses for basketball have been much discussed. The tables show the year in which the stadium and field house has been built at various institutions. It is probable that the Yale Bowl was the forerunner of the many large stadia built since then.

#### A Department of Physical Education.

A department of physical education must have some aims or purposes to be successful in its work. The educator in the field of physical education should set forth his aims, and then arrange his department to attain those aims. The aims or purposes for a physical education program in a college or university which follow might apply in a general way to those for a good high school department.

The aims of a college or university physical education program might be set forth as follows. 1. Health. 2. Exercise. 3. Recreation. 4. Character training. 5. Training for use of future leisure time.

The first aim should be to provide good health for every student. The student should be given a careful medical examination to determine if he has any physical defects or organic diseases. If he has, he should be given specific instructions as to how to overcome them. Surgical treatment should be given if necessary. Health education of such content should be taught that he may keep the body and mind functioning properly throughout his life.

Large muscle activity speeds up the flow of blood and lymph through the body. A proper shower bath following an hour of active physical exercise each day will do much to improve every day good health. A physical education program should provide every student with an opportunity for every day physical exercise at a convenient time in his daily program.

Some form of recreation should be provided daily that the student may relax from study. In many cases this should be physical exercise in the



form of games. The number of these activities have been greatly increased in the past ten years. These various activities allow the student to relax both mentally and physically from his academic work.

Where games and other activities are provided, the student has a better chance to meet other students in a social way and thus learn to meet people socially. This social contact with other men may, because of learning to play by the rules of games, help some in character training. However, it is true that character training has taken place in the home and secondary schools before the student has entered college.

The student should be taught games and other activities that he will be able to play after he has left college and even to a late period in life. The amount of leisure time will increase much in the years to come, and college students should be taught to use this leisure time so as to benefit their mental and physical health. The student who has learned games and other activities during his college years will probably use his leisure time to benefit himself and not interfere with the rights of others in these activities. The study shows that games like golf, tennis, handball, swimming and many others, as well as passive activities, are being taught to students for use in their future leisure time.

A physical education program, to be of educational value, must provide for every student in the institution the following: a medical examination to see whether he is free from physical defects and organic diseases, and corrective measures for those who may be deficient. A properly taught course in hygiene or health education which will help preserve his mental and physical health to a later period in life. An opportunity for exercise and recreation every day in his college course at a convenient time. A chance for intercollegiate play for those who have the ability to make the teams of the institution. A directed plan of education for future use of leisure time after he has left the institution that he may be happier in life.

The close relationship between physical education, medical examinations, health education and corrective work, intercollegiate athletics and intramural play are such that they fit well into one department.

The physical education department should embrace the following five divisions: 1. Medical examinations. 2. Physical education classes. 3. Health education and corrective work. 4. Intercollegiate athletics. 5. Intramural play.

The above organization of a physical education program would require that the personnel do graduate work in certain fields in order to carry out the program successfully.

The above organization of a physical education department would require that the personnel do graduate work in certain fields to be prepared to carry on the work successfully. Graduate work would be required in



fields other than physical education and education. The work in health education, while not necessarily requiring a medical degree, would require good training in many of the subjects in the field of medicine. A good training in anatomy, physiology, bacteriology, neurology, genetics and social science would be of great help to all of the men in the work.

Men with medical degrees or a good training in many of the subjects of a medical course might help in preventing some of the serious injuries in high school and college football. While for the most part deaths and serious injuries in football have come to athletic club and sand lot players, yet should the number of deaths and serious injuries to high school and college players increase in number, there will be a determined effort made to change the rules of present day football.

### **Teacher Training in Physical Education.**

The tables in the study show that a large number of institutions are training teachers in physical education. Some might raise the question, as to how well many of the institutions train teachers for this field of education. A few years ago there was a demand for more teachers in physical education and athletics. The large number of institutions training teachers in this work have more than filled that demand. This field, like all of the other fields of teaching, has an excess number of teachers for the few positions available each year. However, in the field of physical education, as in other fields, the question might arise as to how well trained are some of those now in the work.

The tables show that many institutions give a minor in the work. Others give a major, while some others give a four year course. Some of the large institutions give graduate degrees in physical education. Many institutions provide a short term course in the technique of coaching of the various sports which are of benefit to the high school and college coaches. There seems to be a tendency at the present time to add more of the academic subjects to the work. This has been brought about, to a large extent, by the financial strain of the depression reducing the number of high school teachers in many states. The high school coach is teaching some academic courses in his school. Many school administrators followed this plan even before the depression, feeling that it kept the coach in contact with academic class work.

Physical education programs must, more than ever, help in training people to use their leisure time for their own happiness and relaxation from their vocational duties. There is and probably will be a greater field for trained men and women in this work in directing city recreational programs. The teaching of games that may be played when students leave the campus is not in itself sufficient. A definite plan or program of the various forms of recreational activities should be presented to the student, that he may become acquainted with the various kinds of leisure time activ-



ities. The physical education program should give to the student a definite knowledge of health education, a love of physical activity and leisure time education, that he may evaluate the educational content of physical education with other academic subjects. The young man in excellent health hardly finds it possible to properly evaluate his health education until later in life when he must conserve his energy and health. Until students are able to evaluate the educational content of physical education courses teachers of other academic courses will discount this education value in this work. However, the educational content of physical education and athletics is much underestimated by many academic teachers today.

Objective tests for measuring the work in physical education are necessary. Such tests are now being used in many institutions. These tests are in most cases skill tests in the various games and individual exercises taught in physical education classes. Other tests in the knowledge of rules and techniques of games and recreational activities along with health education are being given. These skill and game tests can well be used to place students in the graded physical education courses given in various institutions. Further tests to measure educational content gained from these courses are necessary. With perfection in these tests it will be possible to measure educational content in the work. However, it is necessary that these tests measure practical rather than idealistic values.

#### General Information.

Under the heading of general information four questions were asked regarding intercollegiate games and physical education. The answers to these questions by the men in the work is their judgment on these questions which are of interest, not only to the people interested in higher education, but to those people who have in the past attended in large number the various college games. There has been much discussion as to whether or not people would again go to games in the same large numbers that they did before the financial depression.

1. Do you believe there is a waning interest in intercollegiate games?

The answer to this question is found in table 13. The table shows that 135 said, No. That 61 said, Yes. And 4 did not answer. The majority of the men said there was no waning interest in games. Many of them felt that as soon as money became more plentiful they would return to the games. Attendance at football games in 1933 seem to vindicate the judgment of the majority, in that crowds this year are larger than in 1932. One big factor in increasing attendance in 1933 is the lowering of admission prices. In many institutions the prices have been reduced by one half or more. Probably the high admission prices of a few years ago will not return again.

In the study of 1928 the presidents and deans were almost unanimous in their approval of charging admission to all games, but they felt that ad-



mission prices then were much too high. The majority of them also thought that games as public spectacles were worth while in themselves.

2. Have you noted any recent changes in intercollegiate athletics in your conference or state?

The table shows that 95 had noticed changes, and 89 said they had noticed no changes. And 16 did not answer. The explanation was given in the questionnaire that recent meant within the past five years.

The comments on the changes noted were very interesting. In fact, the comments in any study of this kind are more indicative of the changes than the figures of the study. These comments show that the men in the work are alive to the problems of the work, and feel that the changes are for the betterment of athletics. The men felt that intercollegiate athletics were over-emphasized in some institutions. Some of the criticisms of intercollegiate athletics were the following: too much soliciting of high school athletes which made them over-value their playing ability; too much undue publicity for teams and players; too much stress on winning to build up reputation of coach, or pay off debts; admission prices too high; too many intersectional games; too many scholarships and jobs, and in some cases too long schedules. Many of these criticisms are from coaches in the work today. Some of the answers indicated that the transfer rule should be changed, so that no man could play who transferred from another institution.

During the boom years in athletics, as in business, there was a tendency to over-organize high school and college athletics in somewhat the same manner that business was over-organized. There seems to be a tendency now to decentralize, and to depend upon the individual institutions and small groups to direct high school and college athletics. These large organizations did not settle all problems for them, and each institution must have a voice in settling the problems that confront them today. The large organization may set up a standard to measure the work of each institution, but the individual institution must itself reach that standard.

3. Have you noticed any recent changes in your institution or conference in physical education work?

The answer to this question showed that 133 had noticed changes. That 56 had noted no changes, and 11 did not answer.

There were many changes noted in physical education. Many commented upon the large growth of the work and the increased interest of the students in the work. Comment was made on the large increase in intramural play. Also on the various tests being applied to the work. There was some comment on making the last two years of the work elective and increasing the number of activities that a student might elect. The study shows a large increase in the amount of work and in the number of activi-



ties over that of the 1924 study. Physical education is making some rapid strides with respect to the educational content and in the large number of students taking the work.

4. What effect have the college and university accrediting agencies had on intercollegiate athletics in your conference or state in recent years?

The tables show that 73 answered that these agencies had had a good effect on athletics in their conference or state. That 84 answered that these agencies had had little or no effect on their groups, while 43 did not answer the question. Some of them said they did not understand the question. Some institutions who have been inspected by these agencies in recent years either did not answer or were very frank in stating their judgment on the question. Most of the comments on the question were brief, frank and to the point.

Of the various accrediting agencies the North Central Association has probably been the most active in inspecting athletics and physical education in the institutions of higher education and secondary schools. The viewpoint of the accrediting agency being that, since physical education and athletics are a part of the curriculum of the institution, they are to be inspected as are other curricular departments. This would set a standard for athletics and physical education as it does for other departments of instruction in the institution. This standard for the direction and control of athletics would be met by all institutions that are members of this organization. This plan places the standard of athletics on a large group rather than on the individual institution.



GENERAL INFORMATION.

TABLE 13.

1. Do you believe there is a waning interest in intercollegiate contests?

Publicly Controlled.	Privately Controlled.	State Teachers Colleges.
Yes ----- 19	Yes ----- 25	Yes ----- 17—Tot. 61
No ----- 39	No ----- 79	No ----- 17—Tot. 135
No answer ----- 1	No answer ----- 3	No answer ----- 10—Tot. 4
<u>59</u>	<u>107</u>	<u>34</u>

2. Have you noted any recent changes in intercollegiate athletics in your conference or state?

Publicly Controlled.	Privately Controlled.	State Teachers Colleges.
Yes ----- 28	Yes ----- 53	Yes ----- 14—Tot. 95
No ----- 26	No ----- 47	No ----- 16—Tot. 89
No answer ----- 5	No answer ----- 7	No answer ----- 4—Tot. 16
<u>59</u>	<u>107</u>	<u>34</u>

3. Have you noticed any recent changes in your institution or conference in physical education work?

Publicly Controlled.	Privately Controlled.	State Teachers Colleges.
Yes ----- 33	Yes ----- 73	Yes ----- 27—Tot. 133
No ----- 21	No ----- 29	No ----- 6—Tot. 56
No answer ----- 5	No answer ----- 5	No answer ----- 1—Tot. 11
<u>59</u>	<u>107</u>	<u>34</u> <u>200</u>

4. What effect have the college and university accrediting agencies had on intercollegiate athletics in your conference or state in recent years?

Publicly Controlled.	Privately Controlled.	State Teachers Colleges.
Good effect ----- 16	Good effect ----- 35	Good effect ----- 22—Tot. 73
No effect ----- 30	No effect ----- 46	No effect ----- 8—Tot. 84
No answer ----- 13	No answer ----- 26	No answer ----- 4—Tot. 43
<u>59</u>	<u>107</u>	<u>34</u> <u>200</u>