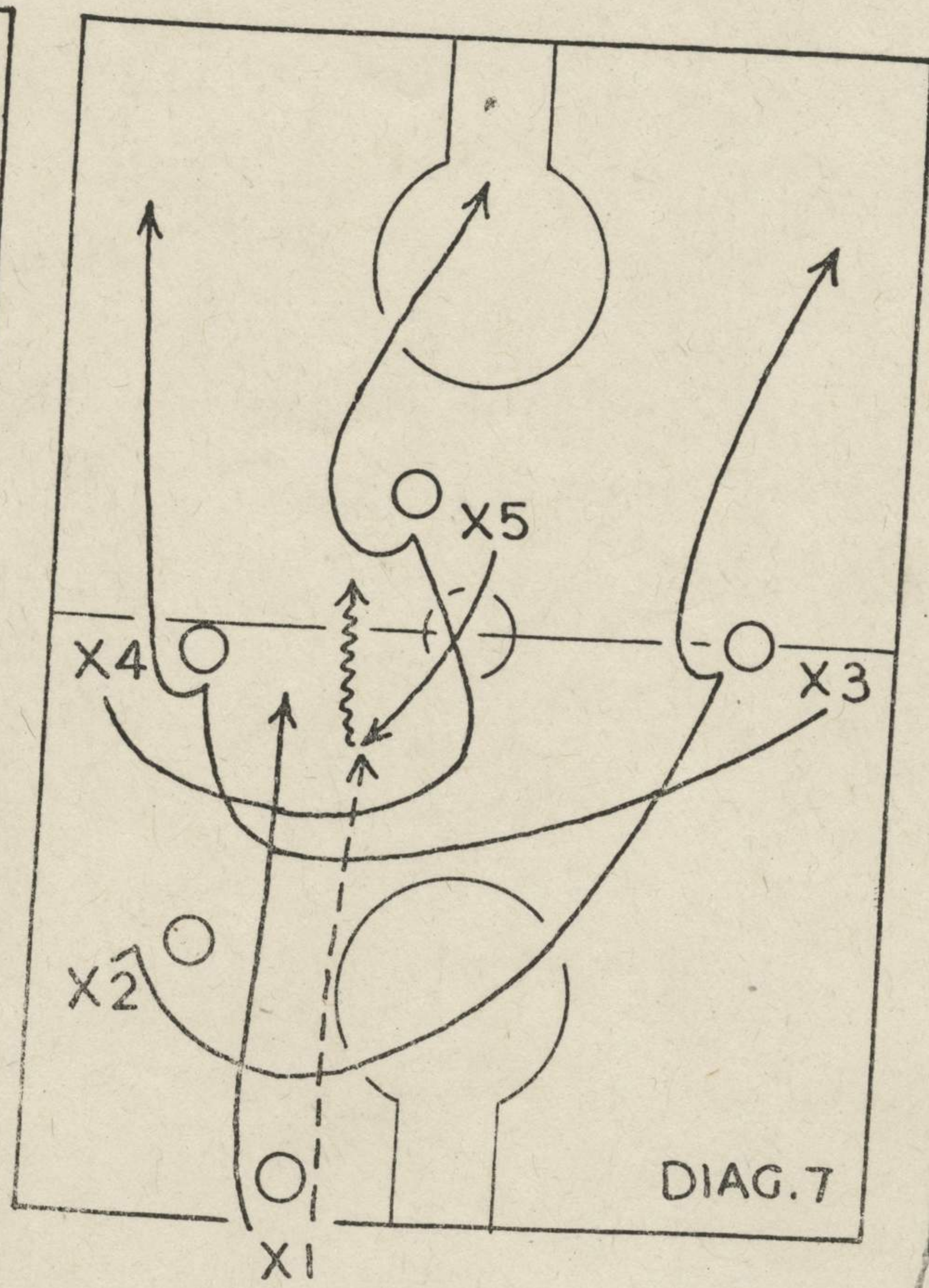
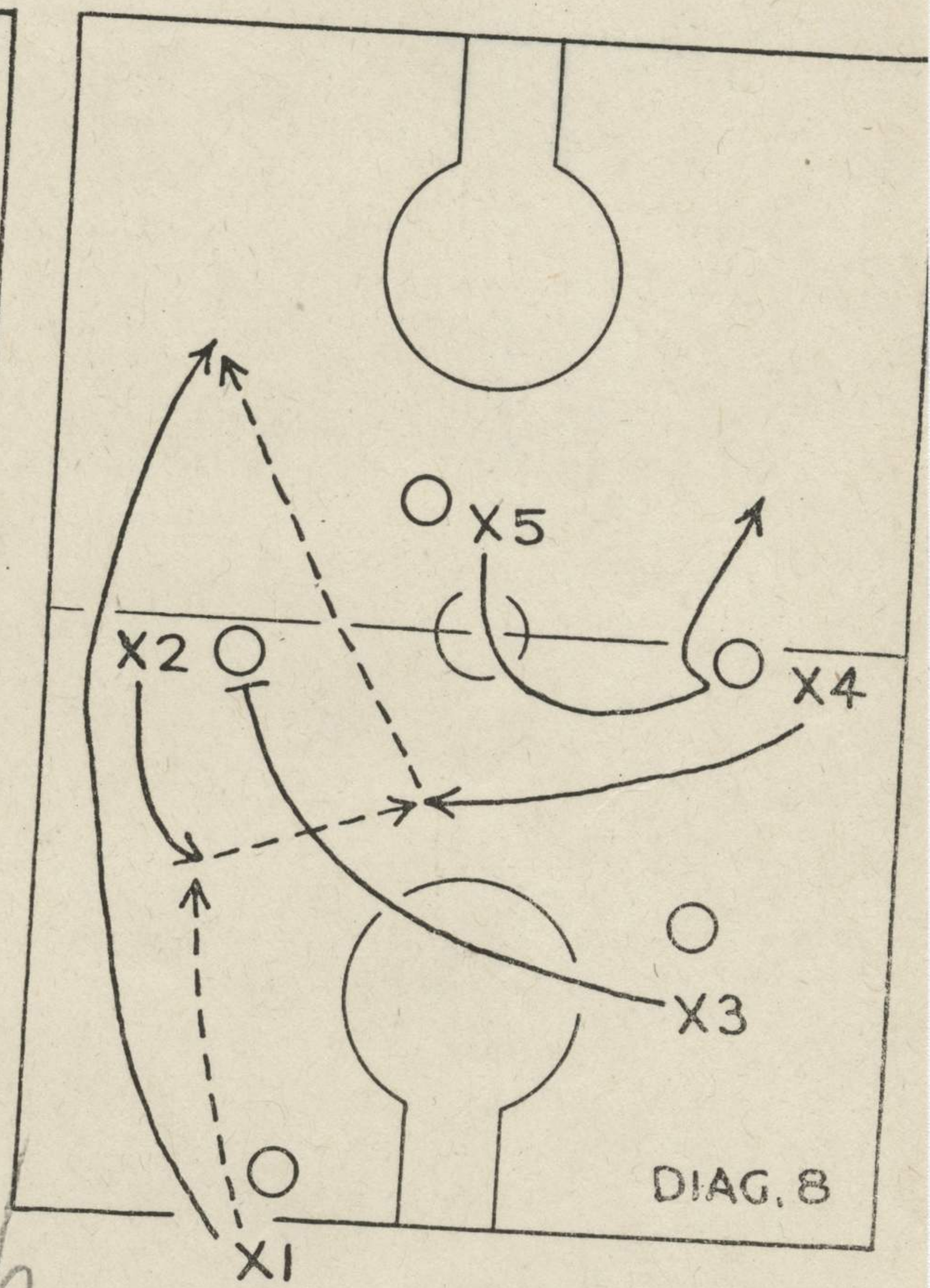


DIAG. 6



DIAG. 7



DIAG. 8

ception is easy.

Special screen plays may be set up in a situation as shown in Diagram 8. X1 passes to X2. X3 screens X2's guard. X2 passes to X4. X5 screens X4's guard. X4 passes to X3 who passes to X1 who shoots. X5 cuts down the floor for the rebound.

A few special hints must be kept in mind against a forcing defense:

1. We use special screen play set-ups, only after scouting a team.
2. We do not rely on screen set-ups.
3. All players should keep a reasonable distance from the side line ~~at all times~~ in order to keep from being boxed out of
4. Players throwing the ball in from out of bounds should never pass under the opponent's basket.

5. We rely on individual jockeying and faking to get loose.
6. The two best ball-handlers should always be selected to bring the ball down the court.
7. All players should line up on the defensive side of the court at the start, except the center who lines up past the middle.

# Athletics in the Scheme of Education

By Howard G. Mundt

Department of Athletics, Carleton College

**T**HROUGH the years, athletic programs have been taking a great deal of criticism from many educators. Why the criticism? Is there something radically wrong with the athletic system? Do athletics contribute anything to the life of the student? Do coaches talk too much and actually do little? Do we have too many of the "ball-and-whistle" type of individual in our programs? Why are there so many petty jealousies between the athletic and academic departments? Will the post-war period bring about a fusion between departments?

It would seem that if there is need of a general "housecleaning," now is the time to start making definite plans. Eliminate as much as possible the usual bickerings between departments as regards the merits of each particular division. A little more broadmindedness on the part of all educators would be a prime asset in disposing of a great many difficulties. Every department and subject must have something to offer, or it would

not be included in the curriculum. The life of a college student should be enriched by participation in a number of activities. It seems to me that athletics should be, and are, as legitimate as mathematics or chemistry in the general educational scheme.

If athletics do contribute something to education, then athletic standards must be conducive to that enrichment. We must admit that there has been much internal bickering in athletics in regard to proselyting, eligibility, and recruiting. As athletics are a colorful aspect of school life, such things will come more into the public eye than would the same type of comparable bickering in other departments. Athletic leaders must lean over backwards to keep things on a high level, and at best this is a difficult task.

Much criticism of athletics from other departments comes in the form of statements that athletics take too much of the student's time, and as a result diverts his interest from the academic subject. Ath-

letics naturally have an absorbing interest to the average red-blooded young man. This interest often produces a negative feeling on the part of some academic instructors. Too many still go on the philosophy of formal discipline that "it doesn't matter what you study, as long as you hate it." Athletics must be recognized as one of the educational skills, to be added to academic skills, making a well-rounded individual.

We do not mean to say that the individual cannot be successful without having participated in athletics, but in many cases such participation does help. If athletics are not taught with a definite purpose in mind, such as the development of better social habits, then of course they are not worth while. The winning of a contest, at the time, is all important to the contestant and spectator. A few days after, it is usually forgotten. Win or lose, there is developed, however, a sense of loyalty which permeates the whole student body. If such

*Handwritten signature*