

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

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

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

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

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

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

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

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

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

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

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

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

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