

	(A)	(B)	(C)
Height .....	69.1	72.9	72.4
Weight .....	149.0	168.0	149.0
Neck .....	14.1	14.5	14.3
Chest (con.) ....	33.7	34.2	34.8
Chest (exp.) ....	36.8	38.8	38.7
Waist .....	29.9	31.6	29.0
Right Arm .....	10.5	10.9	10.2
Right Arm up ...	11.9	12.3	11.4
Right Forearm ..	10.5	11.3	10.5
Left Arm .....	10.2	11.0	10.1
Left Arm up ....	11.4	12.4	11.2
Left Forearm ...	10.2	11.1	10.0
Right Thigh .....	21.2	21.8	21.0
Right Calf .....	13.9	14.8	13.3
Left Thigh .....	21.0	21.9	21.0
Left Calf .....	13.9	14.9	13.3

Column A. The average of basket ball players of the University of Kansas.

Column B. The measurements of the captain of the University of Kansas basket ball team.

Column C. The measurements of the best all-round athlete of the University of Kansas (football, basket ball, track, baseball, and gymnasium).

#### BASKET BALL AS THE TYPE OF A COLLEGE GAME.

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

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

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

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

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

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

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

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