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THE ATHLETIC JOURNAL

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JOHN L. GRIFFITH, Editor

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THE LINE

BY

H. W. LEWIS

Mr. Lewis graduated from Oak Park High School and later from the University of Chicago, where he played tackle and guard in 1920-21 and '22. He was Captain of the 1922 team and was without doubt one of the best line-men in the game.—EDITOR’S NOTE.

Of what kind of men is your forward wall to be composed this year? The average coach at the start of a season finds a miscellaneous collection of men ranging from the very light to the very heavy. The natural tendency is to give the heavy man the opportunity to make good, but this principle is wrong. The modern line of today is one which must have plenty of power and stamina but it must be composed of players who are quick, aggressive and clever. In the Western Conference or so-called “Big Ten” the mere “beef” line has been done away with and we find exceptionally good centers, guards and tackles who are comparatively light. Men, who get the jump on the other fellows on the offense and who can size up plays on the defense, should be chosen for line men. If these qualities are combined with the other characteristics we expect in a player, who is out for a line position, the result should be a hard hitting front wall, which can maintain the speed of a fast set of backfield men.

The early training of the line men is quite as important and should be as strenuous as that of the backfield. The so-called bucking machine is indispensable for besides being a great conditioner of the legs and shoulders, it teaches the line to hit hard, low and together. At least thirty minutes a day should be spent by the line pushing the machine up and down the field. From an offensive squat, the men should charge the machine, hitting the charging bar with the palms of their hands and with their arms stiff (Illustration No. 1), back-straight, and feet digging rapidly. Groups of six or seven line men should be alternated after the group has pushed the machine seven or eight times for a distance of eight yards in each charge so that the men will sense the power of their united effort.

Falling on the ball is essential. From a flying start the men should
hurl themselves at the ball sideways with arms outstretched so as to draw the ball into the pocket their bodies form (Illustrations Nos. 2 and 2a). Many coaches prefer to have their men pocket the ball with their entire body rather than reach for it, but the writer believes that the quickest and surest way to secure possession of the pigskin is to reach the arms for it. A bounding ball is a different proposition.

Illustration 2

Passing the ball is necessary training for line men. They should be arranged in a compact circle, passing the ball from one to the other as fast as possible. This has a tendency to quicken the eye and it teaches the players how to hang on to the ball. Tackling the dummy is essential but has no real value unless the men are forced to go at it in a whole-hearted fashion. In tackling, the men should hit hard and have their bodies straight. They should extend their arms as they sweep through the air and swing them in sharp as they close on the dummy (Illustration No. 3). Speed and drive count in tackling so that two dummies should be rigged up, the squad divided and the men sent to tackle in competition with one another to insure a quick start and a hard clean tackle. The men should be taught to tackle from either side also.

In a preceding paragraph the bucking machine has been mentioned. At its best, it offers little flexibility and resistance, so that the men must learn in charging to adjust themselves to their opponent’s shifts. The men should be arranged in pairs and should oppose each other, taking turns in charging and in defense. They should charge first with one shoulder, then with the other, and should attack with either side. They should charge past their opponents hooking them with the side of their bodies as they go, turning them in and out. This is of the most importance to the tackles working upon the opposing ends. (Illustration No. 4). After this individual work, the squad should be brought together and these fundamentals practiced as a unit. The preliminary conditioning exercises may be completed by having the squad learn to fall upon the ground. In order to secure endurance, the squad should be given from twenty to forty wind sprints a day. The ordinary sprint is about twenty-five yards with a one minute interval between each sprint.

The Stance

Perhaps one of the most important things in football is to determine what kind of a stance on the
offense the linemen should use. Most coaches teach their men to take a rather broad stance with one hand and the opposite foot on the scrimmage line while the other foot is back ten to fifteen inches. Usually the other hand is resting on the knee of the front leg. Some coaches prefer to rest the elbow instead of the hand on the knee. This position can be called the three point stance and the man taking it is in good balance.

The advantages of this stance are:

1st—Good balance.

2nd—Ease of getting out of the line as an interferer.

3rd—It is a strong position from which to charge and root an opponent and also a good stance from which to block an opponent side-wise. This kind of a stance also helps to widen out the defensive line.

When an opponent is charged, the lunge is usually made by bringing the back foot sharply forward first with a short jab step followed instantly by a short step with the other foot. When a side block is made the lineman usually lunges and lands on both hands and works his block with his body and one knee.

Some fewer coaches prefer their men to play with both hands on the ground and with their feet in position like a sprinter's start. In this case, the five center men usually play close together, shoulder to shoulder and hip to hip.

The purpose of this stance is to make a solid wall with the idea of preventing the defensive linemen from sifting through while the concentrated power of two sets of two linemen is massed, first on a given two of the three center defensive linemen—or second, one of the sets of two linemen combine on the defensive guard while an offensive end and one offensive back concentrate in blocking the defensive tackle.

When the coach has decided which of these stances he will have his linemen take, he should have his offensive line practice combining on five defensive linemen calling out by concealed signals where the opening is made.

He should first explain to his men that the two center openings are always made by combining two men on any two of the three center men, while the two outside openings are made by concentrating two linemen on a defensive guard and a lineman and a back on the defensive tackle. He should then continue to practice making these openings until they are perfected, the center snapping the ball each time.
Two backfield men one at either side should be used in helping the end make the outside opening by blocking the tackle-out. Later a backfield formation should be added to this line blocking practice while the runner carries the ball through the opening made.

**Offensive and Defensive Charging**

What the writer wishes to do is to convey some different ways of getting through a line. In nearly every game some light man in the line finds himself pitted with heavier opponents. Mere strength won't dislodge the man. He must resort to other methods. The good defensive player is versatile. He can do more than merely charge the other line. Sometimes it is more effective to pull a man out of his position; sometimes it is better to side-step him. Feinting is essential for most line men but to be successful it must be practiced. A quick feint to the right, then to the left and back through the right requires practice. As the player masters this, he can be taught to strike his opponents as he feints so that the feint accomplishes its purpose by throwing the man off his balance. The high school player generally does not realize that the position he is in, gives the offense a chance to size him up and decide where to hit him but that it further affords him a chance to know where he is going to charge. In other words, a defensive lineman should keep moving, by working his hands and arms and legs. There are hundreds of opportunities for linemen to use their hands to split the line or perhaps to plug a hole by holding their opponent in the line. Generally a high school player prefers contact with his body, hoping to shove through the other line and most coaches have to emphasize the importance the hands play in defensive line work.

On offense the line must charge to open the holes. How to hit needs no explanation, but it is something which a coach must keep emphasizing to his men. In order to open holes the **line must** know every signal perfectly. Much use is made in present day football of the guards and tackles as part of the offense. The guard or tackle on the off side of the play can always be utilized as interference. Centers, guards and tackles should be utilized to go through and get the opponent's secondary defense. All lines are more effective if they can be shifted so as to produce their maximum strength. An unbalanced line is used effectively by many coaches who bring over the tackle or guard or both in some cases on the side the play is going.

Tackles are the pivot men in the line. They must be fast and aggressive. They must be able to size up a play quickly. They must be able to dump interference, to turn a play in, to tackle unerringly, and to control the opposing end as much as possible. A tackle may sometimes be effectively used as the receiver of a forward pass by pulling the end back and putting a seventh man in the line on the other side.

Guard and centers control the heart of a team. Upon them depends whether or not many plays are nipped in the bud. They have (Concluded on page 35)
MASS OR INDIVIDUAL INTERFERENCE

BY

O. W. STRAHAN

Mr. Strahan graduated from Drake University in 1914 where he won his letter three times in football. He coached Perry, Iowa and Clinton, Iowa High Schools for three years. Later he served overseas as Brigade Signal Officer with the 33rd Division. Since the fall of 1919, he has been Athletic Director and Coach at Southwest Texas State Teachers College, where his football teams have won twenty-one out of thirty games played.—EDITOR'S NOTE.

A QUESTION often asked in football circles is whether or not it is better for the interference to aim at a given spot irrespective of the defense or to have the individual members of the interference pick out certain members of the defense. In this article the term mass interference means that the men are not assigned any particular man. They aim for a certain opening or for a position occupied by a defensive man and are instructed to cut down any opponent that attempts to stop the play. Individual interference is man for man and each player knows the defensive man he is to get before the play starts.

Interference is probably the hardest element of attack to teach and few men and teams ever reach perfection as is proven by the scarcity of first downs in a game between opponents of equal ability and by the few successful end runs in comparison to the number tried. All the methods of interference are useless unless the members can block and this will have to be taught and practiced before any system is of value. The proficiency of the individual will determine largely how to run the interference. Every coach will have candidates who can run with the ball, but who can not and will not help the other fellow carry the ball. Running interference is not so spectacular and the men who pave the way for the beautiful runs usually are not considered by the sporting writers and by the public, yet to the man who knows football from the inside the interference is the prettiest part of the game.

The question was asked this summer of a good many coaches from all sections of the country whether they used mass or man for man interference and the answer invariably was man for man, or a modification of it. The general thought was that aiming the interference for the spot irrespective of the defense was more of an ideal or theoretical method and impractical for the average team. It is a curious fact that mass interference in some respects is used by a few of the successful teams and attempted by a majority of the uncoached teams. Because of the readiness by which mass interference can be recognized, and because the average spectator cannot follow all the intricacies of the individual interference, he is apt to condemn the coach of a team who does not use the mass system.

There is no doubt that man for man interference is the better to teach the beginner and the average team. It is simpler, more positive, and leaves no room for indecision. In all blocking exercises the individual is given a definite object to block, and the same principle is em-
ployed in man for man interference which makes it easier to coach and easier to understand, for the interferer is merely applying the habits he has learned in blocking practice. When one or more men are assigned the task of blocking an opponent they should get one only and not try to get two, for it cannot be done despite all tales to the contrary. Body checking an opponent and then going for another might give this impression but in this case the second man is the real objective.

Mass interference on plays aimed outside the end becomes complicated because it requires thought and the football player has no time to think. However, it may be used effectively on plays through the line in which an interferer leads the runner. In this case the zone of movement is restricted to a small space and little judgment is required to pick the opponent who is threatening to plug the hole. On shift plays the defense often differs from the preconceived plan, consequently the offense may of necessity have to use mass interference. These shift plays may frequently fail unless the team can use this method of blocking or a modification of it.

A combination of both systems is used by some teams with success. For instance, all of the interference may be assigned certain opponents except one man who has no particular opponent but acts as a personal interferer for the runner. Again, only one man may be designated to get a certain opponent and the rest of the interference aim for a particular spot irrespective of the defense. This latter scheme is most effective on cut-back plays in which one back goes for the end and the rest aim for the hole or at the defensive tackle. Still another variation is to give the backs definite blocking assignments and bring the guards out to lead the runner over a predetermined spot. The guards in this case serve as a screen around which the back may dodge, as linemen are not so apt to be proficient in mass—the most difficult type of interference. The success of these methods depends upon drilling the runner to follow his interference without dwarfing his initiative to cut loose at the proper time. The trend of football at the present time seems to favor the above ideas of attack.

Opinions vary as to the effectiveness of using linemen in the interference. It requires good men, lots of practice, and special coaching. If they are used, the logical place from which they can be withdrawn is the guard position. If the guards are not active enough, it is advisable to "hep" the two best linemen straight through rather than back and around especially if there are no assistant coaches. Incidentally, it might be remarked in passing, that the alignment of the men before the interference starts is of the utmost importance in the success or failure of the play in order that the full force of the play may strike the line at the proper instant. A slight variation in the position of possibly only one man may make or break the play.

In conclusion, it is folly to advocate one particular system until material and conditions are taken into consideration—which really settle all the problems in football. The writer is prejudiced against mass interference though it is admitted there are plays in which it is effective and there are coaches who have been successful in its use. On the other hand, a team trained only in individual interference may get crossed in an important game by the defense not playing where they were expected to play.
BACK FIELD PLAY

BY

R. K. JAGGARD

Physical Director and Athletic Coach, Hinsdale, Illinois, High School. Graduated from Colgate College 1920. Played varsity football, basketball and baseball, Baker University. Varsity half-back at Colgate. Played two years of army football at Fort Sill and Ellington Field. Was a member of Lowe and Campbell basketball team 1920-1921.—EDITOR’S NOTE.

In writing this article, it would be impossible to cover all the points that must be mastered in order to perfect back field play, so I wish to take up the basic fundamentals of football that are so often neglected by high school coaches. I say high school coaches, because I wish to deal primarily with the coaching of a high school back field. In high school we find so many boys that would develop into good back field men, if the coaches would spend more time on the fundamentals of foot ball and not start the boys scrimmaging too soon.

A triple threat man, that is one that can punt, pass, and carry the ball is an ideal back. University coaches find these men quite frequently, but in high school the coaches do not have this advantage, very often. We must, therefore, develop these boys, and we can do much more toward developing them by teaching the fundamental points of back field play, than we can ever hope to do by starting scrimmages too soon, and taking chances on their picking up the fine points for themselves.

Our first worry is to get our backs in condition, and I find it a very good plan to spend at least a week to ten days on punting, catching punts, handling the ball, charging, tackling, blocking, falling on the ball, throwing and receiving passes, and walking through signals before any scrimmage is attempted. A good plan is to have the backs warm up before attempting any work. Ten minutes of calisthenics, such as falling forward, backward and sideways from a standing position, lying on the back and kicking, and body bending exercises will limber up the men sufficiently. Our regular program of work will usually consist of punting, catching punts, throwing and receiving passes, blocking, charging, tackling, dummy scrimmage, real scrimmage and signal practice throughout the season.

Handling the ball, falling on the ball and foot work will be on the program earlier in the season, but will be more and more overlooked as the season progresses. I think that these three phases of football
are neglected more than any of our other fundamentals, and for that reason I wish to discuss them further. We have all seen football teams beaten, because of the inability of the backs to shift the ball quickly, fall on a loose ball or to shift their feet quickly and properly.

The average high school back field man will tuck the ball under his arm the easiest way possible and pay no attention to the proper method of carrying the ball. He must be taught to hold the ball properly and to shift the ball quickly and safely. The ball should rest with the lower end in the palm of the hand and the upper end against the breast muscle. The angle at the elbow will be approximately ninety degrees. As an illustration we will say the back is carrying the ball on the left side of his body and wishes to shift it to the right. (Illustration No. 1.) He will place the right hand on the top point of the ball (Illustration No. 2); then he will rotate the ball forward,
and at the same time with the left hand as a guide, he will bring the ball over to the right side of the body. (Illustrations 3 and 4.) When this motion has been completed, the point of the ball that was against the left breast muscle will be in the palm of the right hand and the point that was in the palm of the left hand will rest against the right breast muscle. As the player becomes more proficient, he will shift the ball with the same movement, except that the under hand (the left in the illustration), will not be needed as a guide. This enables him to shift the ball and use his stiff arm more quickly. A good way in which to do this is to have the backs form in a circle, let No. 1 back shift the ball from side to side several times, pass it to the next back, and continue around the circle. I have my boys do this throughout the season, but after the first week or so, never take extra time for it. They can work on it while resting during signal practice or after catching punts and forward passes, not in regular scrimmage.

For line plunging, the arms should be wrapped around the ball and the ball held against the abdomen (Illustration 5). As a back crosses the scrimmage line and wishes to shift the ball—say to the right side of the body—he can simply remove his left hand from the ball, at the same time swinging the right arm further to the right, and pulling the left point of the ball downwards. The right point of the ball will automatically slide up against the right breast muscle and the ball will rest in the proper position (Illustration 6).

Handling punts and passes is much the same. The back will have to learn to catch the ball much like a baseball. He can sometimes bend his body forward and form a pocket for the ball with his arms and abdomen. He will be at a disadvantage, however, because of the
limited amount of territory that can be covered. In order to catch punts and passes from all angles and under any conditions, the back must learn to extend his arms, with one arm—preferably the right—slightly lower than the other, then as the ball touches his hands, he should relax his arms and body and at the same time pull the ball towards his body. (Illustrations 7 and 8.)

II In order to perfect falling on the ball, the player should practice standing six or seven feet from the ball. He should dive toward the ball, with the arms past and over (Illustration 9); he should then pull his arms toward the body and bring his knee which is closest to the ball forward, forming a pocket in which the ball rests. (Illustration 10.) As the backs become proficient in this, they can get back six or seven yards, and by running at the ball with full speed make their dives at the ball from greater distances. I recall a system used by one western coach, that was very successful. He placed three balls about five yards apart and in a straight line. He then marked off a restraining line about ten feet from the balls. The backs lined up in three lines about ten yards behind the respective footballs. At the word "Go," the first man in each line dashed for-
REQUISITES OF FOOTBALL OFFICIALS

BY

JOHN C. GROVER

Mr. Grover graduated from Washington University, St. Louis, where he competed in football and track. He is now practicing law in Kansas City, Missouri, and is one of the best known Missouri Valley Conference football and track officials.—EDITOR'S NOTE.

The growth of the spirit of fair play in College sports has been very marked, especially during the past ten or fifteen years. This has been due largely to the different attitude in regard to College sports now taken by the ruling powers in the schools, to the engagement of athletic directors and coaches for longer periods of time (generally for three, sometimes for five years), to the broadminded men selected as coaches and to the general spirit of fair play and to the questionable attitude in which the poor loser is viewed.

Probably the greatest aid to this advancement is the now almost universal selection of disinterested and competent officials for the College games. Some fifteen, or even as late as ten years ago, it was not an uncommon, but in fact an established and customary occurrence for the visiting team to bring one of the leading officials with them, the home team furnishing the other. During the progress of the game, if either official called a foul on the other official's team, this other official was expected as soon as possible to return the compliment. Each official was a check upon the other, and the actual existence of fouls and a regard for the rules were matters of minor and immaterial consideration. It was an accepted fact that the officials were selected to protect their own team's rights and it was unusual for any game to be played without several fights; often the officials were assaulted by the players, more frequently by the spectators, and when the teams were closely matched, often one or the other team did not win by its own efforts alone. Some officials carried revolvers. They were furnished with police protection, such as it was, especially was this protection necessary for the visiting official when the home team lost. At the end of each game, the winning or losing of the game was not attributed to the work of either team but to the officials, one of whom was always the scapegoat.

The using of fair, disinterested officials in no way connected with either school is an innovation of the past fifteen years, in fact its general acceptance is probably within the last ten years. Even now at some of the great schools in the country, even among schools in our Conferences, the crowd, the townpeople or the student body, have not yet come to a realization of this change and are not able to get away from the old understanding and the old idea.

The purpose of these remarks, however, is to get a little insight into the requisites of officials, and not to follow the growth of sportsmanship, nor to predict how soon every student body in the entire country will be composed of good sportsmen, a thing which is coming and coming soon.

Most people imagine that because a man was a star football player at his school, he will of necessity make a good coach or official. Often the star football player at school was a star because of physical ability, speed, judgment of plays or other natural characteristics. It does not

(Continued on page 45)
THOSE WHO SURVIVE

A large number of those who this fall will be engaged in Physical Education work in the schools and colleges will seek other employment a year from now. A certain percentage each year may be expected to enter business or other professions for various reasons best known to themselves, and a great many will give up coaching either voluntarily or by request because they have not shown that they were qualified to carry on successfully the work which they had undertaken. Some of those who fail, do so because they lack character, or personality, or preparation. Some make serious mistakes early in the year, which forever constitute a handicap. There is no royal road to success in coaching, but the experience of successful coaches may serve as a guide for others to follow. At the beginning of a new year it may be pertinent to suggest a few fundamentals that the lessons of the past have shown to be correct.

The man who would succeed should realize that he will be judged by the service which he renders those whom he is called upon to instruct,—the rest of the school and the community. In the long run he will not be considered to have rendered the fullest service if his sportsmanship is not of a high order. A good sportsman does not teach men to violate the rules, he does not take his team off the field because he does not approve of a decision, he does not seek an unfair advantage, he plays the game like a gentleman himself and treats opponents with the courtesy due them, he doesn't squeal when he loses nor does he strut when he wins. Further, a good sportsman puts his whole heart and soul into the thing that he is doing, and is not content with anything but the best.

Some coaches lack the powers of discrimination and decision. They change with each new idea and are not able to adjust their system of coaching to conditions. The wise coach carefully tries out theories and rejects the one that does not prove satisfactory and holds fast to the one that yields the best results. A certain coach
who had never played in the line taught his line men on defense to charge from a sprinter’s crouch. Using that defense, he suffered a disastrous defeat, and after the game decided that it was because of his style of defense. Consequently, for the rest of the season he had his line play high. He won the rest of his games, and so continued to use this defense for a number of years. One year, however, with a poor line his men were pushed back game after game, so the next year he played the crouching defense again. He played this style of defense again the next year, although he had line men who undoubtedly could have started from the other stance. This illustration is not used as an argument for one stance or another, but to show that a smart coach will prove what is best under certain conditions, and then will not easily lose confidence in the one which proved best. If men cannot fight their way through the opposing line from the high position, they are less likely to be pushed back if they play low. The coach should know when to blame the material and when to blame the system.

A mistake made each year by young coaches is that of neglecting the training in fundamentals. The public and many sportswriters seem to believe that some famous coach is successful because he has knowledge of certain secrets in football. System is important, but the mastery of the technique of play is necessary for the success of the system. The coach who has not had a great deal of experience might well follow some well tried and proven plan of attack and defense and then with that in mind drill his men unceasingly in blocking, tackling, handling the ball and charging. Too much time should not be spent in experimenting. It is better to use some older coaches’ plans at first than to expect to revolutionize the game with new ideas.

Early in the coming season some coaches will have very good success and will win all of their first games. When this happens there is danger that the players and the coach may become self-satisfied, stop driving, and try to coast through the rest of the schedule. The wise runner doesn’t quit until he breasts the tape, the successful general doesn’t stop fighting when he wins a battle, and the seasoned coach never lets down in the middle of the season.

In conclusion, many young men just entering the coaching profession make the mistake of assuming to be that which they are not. They should realize that they cannot fool the men on the teams who soon learn to evaluate their leader at his true worth. In athletics, even more than in other human endeavors and activities, it pays to be real. When Thanksgiving rolls around again, a few of the coaches who are new in the game will have proven their right to survive. Truly the football season is a testing time of coaches and men.
THE SIDE STROKE

BY

E. J. MANLEY

University of Illinois

Mr. Manley's first of a series of articles on swimming appeared in the June Journal. The next article will be published in October. He is Director of Intramural Athletics and Coach of Swimming, University of Illinois. Member of famous Missouri Athletic Club Swimming team, St. Louis, Missouri. At Illinois he has developed several champions and has developed one of the best intramural systems in American colleges.—Editor's Note.

BEFORE the existence of the trudgeon and crawl strokes, the side stroke was used for speed and distance swimming. In fact, at one time all the records for distances from one hundred yards to a mile were made by using the side stroke. Swimming history tells us that Joey Nuttall of England held these records and was undefeated for twenty-one years. The side stroke is still used by many long distance ocean swimmers. It is also used to a great extent by life guards. It is almost impossible to become a good life saver unless this stroke is perfected for it is of great value in towing a drowning man in the water since then, the scissors kick must be used. It is not only a very easy and comfortable method of swimming but it requires very little exertion and enables the swimmer to glide along and keep up his movements for an almost indefinite time. Until the side stroke is mastered, the swimmer cannot be classed as a most efficient swimmer.

Description of the Side Stroke

In the overhand side stroke the body lies in the water on the side; one movement is executed under the water and the other over the water assisted by the scissor leg movement. The movements start in the water.

The swimmer should start with his body lying on the side with his right arm extended, his left arm to the side resting on the thigh—his legs extended. (Illustration 1.) At the count of one the under arm with the hand cupped should be drawn through the water sideward and downward to the thigh. This is the right arm provided the swimmer swims on his right side. The stroke should be well to the inside of the body. When the under arm stroke...
is finished, the arm should be bent at the elbow and the hand turned palm upward. The over arm (left) should then be raised from the water sideward and upward with downward pull. When the over arm is drawn through the water the under arm should be thrust forward. (Illustration 3.) On the count of two or when the over arm

the elbow leading (Illustration 2). The hand should be thrust forward over the water about six or eight inches in front of the head with the palm turned downward. This movement also should be executed on the one count. On the count of two the downward stroke of the over arm should be started by thrusting the hand and arms into the water. The overarm should be kept bent at the elbow so as to work clear of the chest and the stroke should be taken with a steady momentum is spent. The scissor kick should be used.

**Position of the Head and Breathing**

The head should be placed in a position such that the water will (Continued on page 41)
DO we recognize the importance of the proper use of our bodies? A visit to the average gymnasium or a glance at people walking along the street, or even a glance in the mirror causes us to wonder if we realize the intimate connection between good posture and health. The average gymnasium with its calisthenic drill, as too often given, is not conducive to proper use of the body. Too much time is spent on "order work" and useless arm exercises and not enough on exercises which will develop the relaxed abdominal muscles and shorten the extensor muscles of the neck. Men and women, boys and girls, are seen walking along the street with the feet turned out, the abdomen protruding, the back hollowed, the chest flat and the head bent forward.

The body is so arranged that its mechanism will work efficiently if all the parts of the body are in proper relation with one another, while poor alignment, in many instances, works positive harm on the body. In the past, poor posture was criticized from the aesthetic point of view. We are now realizing that poor posture does not go hand in hand with efficient use of the body. The United States Government, under the Department of Labor, is now conducting a survey to find out the relation between posture and physical fitness. The attention of thinking men and women is being focused on the importance of good body mechanics as a necessary prerequisite for health. Are physical educators abreast of the times when they fail to give posture its proper place in their physical education program?

Harvard University, in 1916, found that 80 per cent of their Freshmen class had poor posture. Significant with their survey was the fact that the men with poor posture were the ones who suffered from minor ailments such as backaches, functional albuminuria, appendicitis, constipation, etc. In 1919 a similar examination was held and attention given to the feet. At this time 84.1 per cent of the Freshman class were found with poor postures. The athletes on the varsity teams were made up of A and B men generally, rarely was there a D man on the teams. Ohio State University in 1922-23 examination report showed 475 men out of 1,748, with head too far forward. 297 had round shoulders, 108 had lordosis or hollow back and 845 had flat feet. The average group of school children will show at least 25 per cent with bad postures. Surely physical education, properly administered, can alleviate a good percentage of this difficulty.

What is the proper posture? Briefly, it is a position in which the balance of the body in the erect position is maintained without un-
due strain on any of the body parts. The body is as tall as possible, without rising on the toes, the head is erect, the chest is high, the shoulders are carried so that their center is posterior to the center of gravity, the abdomen is flat, the spinal curves (front and back) are not exaggerated, the pelvis is lifted in front and tipped down in back, the anterior and posterior leg muscles are in tone, the feet straight ahead with the flexor muscles of the feet holding the toes in contact with the floor and the weight slightly forward on the balls of the feet.

The common fault in most postures is a position with the hips too far back and the abdomen protruding with the back hollowed. This is not a position of strength, nor is it a position of ease. In the poor posture position the muscles of the body are constantly laboring to maintain a balance. Fatigue is noticed much more quickly and the natural efficiency of the organism is severely lessened.

The causes of poor posture are numerous. Among the most important are the following:

1. Infantile paralysis.
2. Occupations which distort the body.
3. Bad habits in sitting, walking and standing.
4. Overwork and fatigue.
5. General debility and lack of exercise.
6. Improper school and shop furniture.

Infantile paralysis. This and other diseases such as tuberculosis, Pett's disease, rickets, etc., often leave the body in an unsymmetrical position. Varying degrees of deformity may result.

Occupational postures are well known. The coal heaver and the ditch digger with the rounded back the tailor who bends over his work with a droop of the shoulder, the bookkeeper with a stoop characteristic of occupation, the newsboy with his low left shoulder from carrying a load, far too heavy for his body, are only a few of the many instances of the effect of occupation on the posture of the body. This is not chance but a physiological law which states that function makes structure and a similar law that a muscle at rest tends to assume the position in which it was last used.

Bad habits in sitting are more serious than in standing as one generally sits for a longer period and the bad habit is maintained that much longer. The school boy or girl, whose body is craving for physical activity, who is forced to sit for a half hour or more at a stretch, generally slumps in a line of least resistance resulting in a distorted spine and irregular pressure on the growing bones. Standing, especially on one foot, is a common habit and a poor one. The right foot generally bears the burden. In this position the opposite hip is thrown out, the right hip is raised, the right shoulder is depressed and a C curve with the convexity to the left side, is the common result. Walking with a scuffling gait, with the chin on the chest, with the shoulders drooped, with the abdomen relaxed and the feet turned out, soon becomes a habit with loss of muscle tone and a waste of neural energy. This slouch position often accompanies careless habits in other lines. The individual loses his grip on himself, while the one who walks with poise and an elastic step radiates health, vigor and a strong personality. Business men are realizing the importance of health and good body mechanics and modern business has no place for the salesman who drags himself into a man's office and tries to sell his wares. A good body is necessary to keep pace with modern competition.

Overwork and fatigue. As soon as the physiological limit of work has been reached, a person droops and follows the line of least re-
resistance. In a normal person, the posture is seen as exaggerated antero-posterior curves. In those having a tendency to lateral curvature of the spine, the fatigue posture is noticed much more quickly. With poor posture, the muscular system is out of balance and antagonistic muscles necessitate a constant endeavor to maintain the erect posture. A loss of nervous and muscular effort results and fatigue sets in much sooner than in the normal individual.

General debility and lack of exercise. No matter how perfect the poise, a certain amount of muscular effort is needed to maintain the erect position. For this reason, sedentary workers, who do not supplement their work with systematic exercises, show a lack of muscle tone and in many cases various degrees of debility. With good muscle tone, one can assume poor postures without having these postures become a habit. The individual who has poor tone to begin with, often constantly assumes the bad posture habit. Depleting illnesses often leave the body very debilitated. If work is started before proper recovery, the danger is that the individual will fatigue easily and form a habit of poor posture.

Improper school and shop furniture. The average school desk and seat, and too many shop desks and chairs, conform to the old definition of the coffin: "The man who made it, didn't want it; the man who bought it, didn't use it; and the man who used it, didn't have a darn thing to say about it." Too often the principal aim in the purchase of desks and seats is to secure something that will not wear out too quickly. Inasmuch as the school child must sit in these chairs for a long time at each sitting, it seems that the seats, in which they sit should conform to lines that would be comfortable with the child in the proper posture and be uncomfortable with the child in the improper posture. In a number of schools of today the opposite is the general rule.

The physical director can do a big job in alleviating a number of the effects of the causes mentioned above if he will study the problem and remove the cause where possible. In certain cases where, for various reasons, the cause cannot be removed, he should visualize the case in hand and plan his program of physical education to develop the body along lines which will counteract the baneful influences as given above. He knows that the flexer groups of muscles are already used considerably and that what the child needs is the development of strong back and abdominal muscles and posterior neck groups, so that in spite of bad school furniture a good carriage will result because the body is strong enough to offset the effects of conditions which especially take hold of those whose muscular system is weak.

Without proper efforts for good body mechanics the body is sure to suffer. With poor posture the chest is flattened, preventing full expansion of the lungs, the diaphragm is depressed, the abdomen is relaxed and the vital organs are not allowed to function properly. Nervous disturbance is bound to result with the body out of gear. General efficiency is impaired and the individual does not do his best mental or physical work.

The general treatment for poor body mechanics should, of course, be educational. The habits must be corrected. The instinct to stand, walk, run, climb and use the larger group of muscles should be developed in the school child especially. Physical education is falling down in its work when a boy or girl has to reach college age before his posture is treated. The age of plasticity should be watched very carefully so that the child will develop a structure that nature intended him or her to have. Miss Drew in her

Exercises for posture. An important thing to keep in mind in giving exercises for posture is that the general bodily vigor must be developed before local correction can be maintained. For example, in a case of round shoulders, the abdomen is generally relaxed and the lower back muscles are not functioning properly. It is useless to try to put the shoulders right until the base of the spine is in good alignment. A curve in one portion of the spine generally shows a compensating curve in some other section.

The first exercise given should be one which allows the greatest correction with the least amount of muscular and mental effort. Gravity must be considered. In standing there is an element of neuromuscular co-ordination which is overcome with the body in the supine position. With the boy or girl in the supine position the knees are bent, the heels about 4 inches from the buttocks, the feet resting flat on the floor and the hands at the sides. In this position the abdomen is relaxed, the lower back should approximate the floor. The action is to draw the abdomen in, tilt the pelvis up on the abdomen and down on the back, force the back on the floor and exhale, keeping the chest up and the ribs stretched. Now for the second movement the boy should maintain this position, inhale and be sure that the back does not leave the floor. With a fair degree of muscle control, this can be done the first time. In some cases the neuromuscular co-ordination will be poor. The instructor should then proceed as follows: Straddle the patient facing the head. The thumbs of the instructor’s hands are placed on
the anterior crests of the ilium bones. As the patient exhales, the instructor presses down toward the abdomen on the crests and with the fingers pressing on the buttocks the patient's pelvis is tipped in the proper position.

The progression would then be to proper sitting, standing and walking with the above principle in mind. In standing, the chest is kept high and no reference is made regarding the shoulders. With the base in good position the rest of the body takes care of itself. This, of course, is an exaggerated pose but overcorrection is necessary that, when in the passive state, the patient does not relax too far in the wrong direction.

In cases of lordosis or hollow back, this is the first principle of correcting and until the position can be held the arms are not raised above shoulder height.

For general posture, the ordinary calisthenic exercises can be used, providing stress is laid on proper abdominal and lower back control and enough stretching exercises are given to overcome the bad effects of our modern modes of living.

Scoliosis or lateral curvature of the spine. The word scoliosis comes from the Greek meaning twisting or bending. Scoliosis is of two general types: (1) Postural, where the muscles are weakened and are not maintaining the natural symmetry of the body. (2) Structural, where definite alterations have taken place in the bony parts. The first type of curve can be cared for by the physical director alone but structural curvatures should be treated on the advice of an orthopedic surgeon.

Treatment of scoliosis:

(1) Remove the cause. (2) Remove or overcome the resistance to normal movements of the spine. (3) Strengthen the weak muscles. (4) Prevent fatigue. (5) Correct the deformity. (6) Reform physical habits. Special emphasis must be given to the strengthening of the muscular system as no correction can be maintained until the general structure of the body is strong enough to support the correction. In some cases of curvatures a brace may be worn to act as a retentive apparatus in the processes of correction. Care must be exercised that the muscles encased in the brace are given exercise which will develop them in spite of their loss of activity due to the brace interfering with normal function of the muscles involved. The reformation of physical habits should extend to basic hygiene.

In general, in the use of exercises for scoliosis certain principles must be adhered to very carefully. First: The spine is so arranged that lateral bending gives a certain degree of rotation and treatment must be of a nature not only to correct the lateral curvature but to correct the rotation as well. For example, in a plain left dorsal curve, the bodies of the vertebrae are rotated toward the convexity. An exercise in which the body is bent to the left side will correct the lateral curvature but for the rotation the body must be twisted to the right side to complete the correction. Second: The vertebrae pressed one against another on the anterior. Due to this abnormality, which is found in scoliotic cases, the spine should first be elongated before correction is attempted. This will relieve the pressure on the anterior side of the column and allow for freedom in correction. Third: Mobility should be worked for in all postural cases but in structural cases an increase in flexibility, unless retentive apparatus is used, is likely to lead to further deformity.

To avoid confusion, no definite exercises are given in this article for the reason that each case presents an individual problem and due to the complexity of the muscular deformity in different cases, it has
been found best to study each case and with the general principles in mind work up a set of exercises which will fit the individual case and not cause undue fatigue.

Proper health habits and calisthenics properly given will very materially assist in preventing a large majority of cases of spinal deviations. Instructors should work for symmetrical development of the body parts and proper use of the structure. Classes should be taught how to sit, stand and walk correctly and there will not be 80 per cent of the college freshmen in our universities with faulty body mechanics. The future of many an individual will not be marred by spinal abnormalities and physical deformities that seriously interfere with mental and physical efficiency.

The October Journal will feature an article by K. K. Rockne on Forward Passing and one by Dr. W. E. Meanwell on Basketball Plays.

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ITHACA, NEW YORK
Mr. Stewart is Secretary of the National Collegiate Athletic Association Committee on Soccer Football. He has been head coach of soccer at the University of Pennsylvania since 1910. In that time he has won four Intercollegiate Championships, four Penn State Intercollegiate Championships, and has four times been runner-up in the Intercollegiate League. Mr. Stewart has done a great deal toward the development of soccer in Philadelphia and throughout the country. He has played with some of the best amateur teams in the United States, Canada, England and Scotland, and besides has engaged in the sports of rowing, boxing, fencing and lacrosse. This is a continuation of the series of articles which began in the March Journal and was followed by articles in the April and May issues.—Editor's Note.

**CHARGING** is a phase of soccer which can be adopted by all of the players on a side, particularly by the fullbacks, halves and forwards. It is a very effective play when judiciously used and is useful in hurrying or disconcerting an opponent.

Indiscriminate charging is very poor play and usually gets the player in trouble with the referee. When a player fails to take the ball from an opponent by tackling he has recourse to the charge to put him off the ball.

Fullbacks use the charge when a clever forward beats them by sheer skill. Halfbacks use the play when their speed and cleverness are matched by an opponent, and the same applies to forwards against the opposing halves and backs.

Charging is defined as "throwing one's weight against an opponent, using for the purpose any part of the body from the shoulder to the hip."

What constitutes charging with undue force or unfairly is largely a matter of discretion with the referee, and charging a player from behind who is not intentionally obstructing an opponent is not good soccer and is prohibited.

It is necessary to surround charging with restrictions, for it is a weapon, so to speak, which can be dangerously used by a skillful opponent, and even more dangerous when used unskillfully.

The offense of charging an opponent from behind is not committed where a player in playing the ball touches another player, unless there is an intention to charge such player. The referee is the sole judge of such intention.

If a player turns to face his own goal when he is tackled, or is obviously aware that he is about to be tackled by an opponent, he is intentionally obstructing, and may be charged from behind.

Charging with the shoulder is always a fair charge unless it is violent or dangerous, and it is violent or dangerous when it is used with undue force or when an opponent is off his feet as for instance when jumping into the air to head a ball. It is also violent or dangerous when a player leaves the ground with both feet in his effort to charge. Charging with the hip is apt to be dangerous unless properly done by a skillful player and is usually so considered by the average referee. Also charging is not permissible when an opponent is not on or near enough to the ball to affect the play.
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Practically a player may be charged when he is on the ball or when it is a struggle between him and an opponent to get the ball. When a player is in position to receive the ball or is likely to receive the ball he may be bustled to prevent him receiving the ball. Bustling means worrying an opponent, by physical contact perhaps, but without force, to prevent him receiving the ball.

In charging an opponent the player should always stand up and face his opponent and not, as many beginners do, turn his back or side to the opponent. Many players, particularly in the scholastic and inter-collegiate ranks, stoop down or bend over in charging, and wonder why the referee calls a foul. The reason is that he is either guilty of dangerous play or tripping, neither of which is allowed.

In charging, the safe point of contact is the tip of the shoulder. The use of the elbows is not allowed by any referee who knows the game nor is it indulged in by any player who plays the game fairly.

Dribbling is defined as "Propelling the ball by slight touches, so that, while the runner keeps at full speed, it never gets too far away from him to control it."

The definition applies to the winger of the forward who suddenly finds himself in possession of the ball with virtually nobody in front of him, and who has a golden opportunity to advance the ball and keep ahead of the opponents who were behind him when he received the pass.

In such a case the dribbler will take the ball down the field at top speed and one or more of his mates will immediately follow on so as to be in position to receive a pass. This sort of dribble is spectacular and when it is completed by a goal it is a good play. Frequently, however, the dribbler has taken the ball down nearly to the goal area and, in his anxiety to score and get his shot in before an opponent can get to him and charge him off, makes a wild shot at it and puts it over the bar or into the goalkeeper's hands.

Dribbling, aside from its usefulness in enabling a player to advance the ball rapidly without losing control of it, is primarily for maneuvering purposes, in the effort to draw an opponent out of the position or to find an opening to pass the ball to an uncovered mate. It is a useful accomplishment for a forward who finds himself within shooting distance, but blocked by an opponent. In this case it enables him to beat the opponent and get a clear shot.

For close work it is not necessary to travel at high speed—then it is the control which counts.

The ability to dribble is acquired by taking a ball and first tapping it gently ahead with the forward part of the inside or outside of the foot sufficient to keep it within twelve inches of the foot, propelling it around various obstacles. It is well to start at a walk and keep at that speed until control is established, then gradually increase the speed with the same control until top speed is attained.

A forward line composed of good dribblers is one of the greatest assets a team can have and when combined with equal skill in passing and trapping, the stiffest proposition a defense has to contend with, it being, of course, understood that the forwards are good shots.

QUESTIONS AND ANSWERS

Ques.—Where may the Official Football Rules be obtained?

Ans.—The rules are published by the American Sports Publishing Company, 45 Rose St., New York City, and may be secured from any of the A. G. Spalding Bros. stores and from most newsstands.
Ques.—What is a cut back play?
Ans.—The cut back usually refers to the play where a back starts to run toward the side line with the ball and in a line parallel to the line of scrimmage and then he cuts sharply toward the line of scrimmage. The play may ultimately be outside of and just off tackle or inside tackle. A short run with a cut back over the guard is very effective. When the man with the ball reverses it is well to run obliquely toward the opposite side line from the one toward which he first started.

Ques.—What is clipping in the line?
Ans.—This is a play where an offensive man permits an opponent to charge through the line and the offensive man then drops on the other's heels from behind.

Ques.—What type of mud cleats do you recommend?
Ans.—Five round cleats on the sole and two bars on the heel.

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ORGANIZATION AND ADMINISTRATION

BY

JOHN L. GRIFFITH

Last year in the Journal the editor presented each month an outline of "A Year’s Program for Required Work." This year he will offer some suggestions in each issue under the general subject of "Organization and Administration." These articles will deal with the problems that confront the administrative head of a physical education department.

The Objectives of Physical Education

The first article, which will be presented under the subject of "Organization and Administration" will deal with the objectives of physical education. The reasons for considering objectives first are apparent—we should have an understanding as to what we are striving to do before we concern ourselves with other matters or as someone has said "we should decide where we are going before deciding what path to follow."

Physical education is the general term that includes all such activities as required work, corrective gymnastics, intra-mural, inter-school and intercollegiate athletics. Medical inspection, sanitation and hygiene may properly be included under the departmental head of physical education and is so included in many institutions. However, this course of articles will deal with matters pertaining to the first group mentioned. Many persons still think of physical education in terms of formal gymnastics and look upon athletics, especially interschool and inter-college athletics as set apart from the other activities. Each year witnesses the growth in importance of athletic games and further notes the tendency to correlate these not only with the other physical education activities, but also with the other phases of education.

The values of physical education may be classified under four heads—corrective, hygienic, recreative and educative. Although all of these values may be attained to some degree in the practice of any of the forms of physical expression, yet some activities are stressed for the special benefits that may accrue. For instance, orthopedic exercises are practiced primarily for their corrective values, but at the same time certain hygienic benefits may be secured and also, but in a lesser degree, educative and recreative values. In formal gymnastics the hygienic results are paramount, in intra-mural athletics—the recreative. A well rounded department of physical education will provide training of a general nature. The Varsity athlete is apt to have faulty posture while the man who has devoted his whole time to setting up drills in the gymnasium has missed some of the highly important social values, which may be obtained through participation in athletic games.

Since competitive athletics play such an important part in the schools and colleges and in fact affect so tremendously so many of our people, it may be well to consider at some length their objectives. The objectives of the highly organized athletics such as we have in our educational institutions are:

(1) Stimulation: That is, they may serve as a stimulus for the intra-mural sports. The varsity athlete is accorded honors because of his athletic ability as the honor stu-
students are awarded Phi Beta Kappa distinction for excellency in scholarship.

This practice is pedagogically sound though some educators object to the fact that the good athlete is given too much prominence by his fellows. Be that as it may the intramural athletics of the college as a rule are better both as regards quantity and quality where the intercollegiate athletics are successfully conducted than they are in an institution where the competitive athletics are of a low order. Further, it is seldom that any game, for instance, soccer, will be found to be popular unless there are intercollegiate competitions in that game.

(2) They serve as a morale agency. During the war the War Department found athletic games invaluable in preserving the morale of the troops and our athletic competitions when properly administered in the schools and colleges, provide whole-
some entertainment for many and serve as an agency around which proper spirit and morale may be developed. (3) They affect the manners and morals of players, students and townspeople in a marked degree. The sportsman's code of ethics, which governs the actions of the great majority of amateur athletes sets a standard of conduct, which has a tremendous influence on all who witness the games. Some of the moral qualities that are thus stressed are loyalty, unselfishness, fair play, courage, self-control, co-operation, and law observance. (4) While perhaps the greatest value in competitive athletics may be estimated in terms of others than the varsity players because so many more are affected, the physical and moral benefits that are gained by the competitors themselves cannot be questioned, provided always that the activities are properly administered.

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A PLAN FOR THE MANAGEMENT OF COMPULSORY ATHLETICS IN BOARDING SCHOOLS

BROTHER MAJELLA, B.S., C.F.X.
Director of Athletics St. John's Athletic Association, Danvers, Mass.

MANY faculty directors of athletics in boarding schools throughout the country have felt the necessity of doing something to interest all the boys in athletics, something that would appeal to all of them and not just the few, who have a natural liking for sports and competition. Many have tried, offering prizes for improvement in different lines of sport, arranged carnivals and field days, organized class and other teams, to furnish incentives and objectives to the students. Failure, usually, is the result; complete success, the exception.

Some few years ago, the Committee on Athletic Activities at Saint John's Preparatory School of Danvers, Mass., decided to insist on compulsory athletics for all resident students; all men in good physical condition, of the first three years of high school, were required to take some branch of athletics. How and with what success this plan is being carried out will be discussed in this article. To push through such a program, as any one experienced in boarding-school life knows, requires the co-operation of those in charge of the discipline. To carry out our program, a senior council is provided, under the supervision of the athletic director. The checking of the practice sessions and games is attended to by members of the senior class and those underclassmen whose physical condition is such as not to allow active work.

At the beginning of any one of the athletic seasons, each student receives a card. On this card is a list of the sports for the season and spaces for checking or punching attendance at the practice sessions. After receiving the card, a boy makes his choice of sport by checking it on the card, and after endorsing it, hands it to the member of the senior council in charge. When all the cards are in, they are separated according to the sport; then they are classified again, this time the classification depending on whether the boy is out for the school team or for one of the intramural leagues. The cards are then given to the checkers. At the end of the week they are called in, examined by the senior councillor in charge and perhaps by the athletic director, and then given out to a different set of checkers for the following week. "Skipping" practice and other like violations, noted by the checkers, are handled by the senior council. Punishment usually consists in withholding of campus permissions until the offender is "back in grace."

Care is taken that the boys pass a physical examination before they are allowed to participate in competition. Members of the school team in any branch of sport, in addition to passing the physical examination, must have written permission from their parents to play on the team. A letter from the Principal or Head-Master of the school last attended is required, stating
that the boy is not a graduate of a four-year high school course and has not participated four years in interscholastic athletics. A copy of the boy’s birth certificate must be filed in the athletic office to prove he has not yet reached his twentieth birthday. The last requirements are those of the Massachusetts Head Masters’ Association, an organization which supervises interscholastic competition in the high schools of the state.

Care is taken also that the boys are about equal in ability and that there be no overlapping by a boy playing on more than one team. Boys who have won the school letter in any sport may not participate in any of the various league contests in that sport. When a boy shows marked ability on any one of the league teams, he is recommended to the coach of the school team and if the coach thinks well of him, he is drafted for the school team. Billy Hayes, former Notre Dame sprinter and Western Conference champion, was “found” by this method when the late Sid Peet was track coach at Saint John’s; Forrest, the Boston College freshman sprinter, who won the hundred in the Eastern this past spring, is another product of this plan.

The athletic year at Saint John’s, like that of other schools, is divided into three seasons which may be called the fall, winter or indoor, and spring. During the fall season, the favorite sports are, in the order named, football, cross-country running, tennis, baseball, and golf. The winter season claims hockey, basketball, track, and bowling; the spring season has baseball, tennis, track and golf.

The athletes are divided as follows: The school team, i.e., the first squad under the direct supervision of the head coach; the scrubs, who are looked after by the assistant coach; the class league, consisting of representative teams from

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each of the four high school classes, who are advised by a member of the faculty; the junior league for the smallest boys in school, made up of four, six, or eight teams depending on the sport and the number of boys eligible, also directed by a member of the faculty; and the club league, composed of representative teams from the different societies with no direct supervision.

Each league team has its own student manager who represents it at the league meetings which are presided over by a member of the faculty who acts in the capacity of advisory coach for all the teams. He hears all protests and his decisions are final. He is in close touch with the athletic director and coach of the school teams and, as referred to above, recommends any boy to the coach who shows promise of developing into first string material. The coach then need not bother about the boys who do not try out for the school team at the beginning of the season or worry over the idea that there might be better material in the school than that which he has out.

In dividing the boys, as outlined above, one of the most serious difficulties to the average athletic director is overcome, that of furnishing competition to every boy without the financial burden of traveling expenses and guarantees to visiting teams. Prizes, as well as a banquet, are given to the members of the winning team in each league, while for each sport there is a loving cup, of which the school is the custodian and on which is engraved the name of the winning team and the year. These last features act as incentives to the individual players.

Some may believe that while there are no guarantees to be paid visiting teams, yet there exists the cost of the different coaches. The only paid coaches are those employed for the school teams, who would be employed irrespective of any system of athletics. During the 1922 football season the school team was coached by E. A. "Jiggs" Donahoe, former Washington and Lee athlete and Clemson College coach. He was assisted by James H. Fraher, former Lehigh player. After the squad had been culled over, it was divided so that Mr. Donahoe had twenty-five boys and Mr. Fraher about thirty-five. These boys were kept throughout the season, since it is one of Mr. Donahoe's principles not to "cut" the squad. After the class league, club league, and Junior leagues were organized, it was found that almost two hundred boys were occupied afternoons in either playing or practicing football.

Some may fear that because of so much activity in this one line of sport, that the efficiency of the school team coach would be lessened; that he would, in some measure, be called on for advice and assistance from the managers of the league teams and that with his attention thus being drawn away from his work, the school team would suffer. It may be of interest, then, to learn that during the past season the Saint John's School football team played ten games, one being an intersectional contest, without a defeat and was scored upon only in the last two games. Another point of interest is that of the eleven first-string players only two were boys who had not been in school the preceding year—in other words, nine of the boys had "graduated" from the league teams. The same condition existed on the cross country team, where the first nine runners were boys who had been developed on the league teams. The cross country team won five of its seven races, including the county championship. The school hockey team won nine of its twelve games. All of the regulars and eleven of the fourteen boys on the squad had, in other years, played on league teams. The basketball team took (Continued on page 40)
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no reason to hesitate on the charge in most cases. The center must be an accurate passer and know the plays thoroughly. He should be a man possessed of clear-headedness. He must know when to pass the ball to catch an opponent off side; vice versa, he must know when to hold the ball in case one of his team mates is off side.

The keynote of a successful line is team work or co-operation of all the men in the line. This is accomplished by charging together, by knowing the plays and signals and by being alert. Linemen must learn to size up their opponents, to learn their weakness and their strength. They must always remember that their goal is to get at the ball. A good line goes to the point of scrimmage quickly and lines up preparatory to getting another play off before their opponents are ready. A good line never quits fighting until the whistle puts a stop to that particular play. A good lineman picks off as many of the opponents as he can before the whistle blows. A line on the defense has only one goal, and that is to stop the play whether it is to tackle a runner, intercept a forward pass or to block a kick.

In regard to training little need be said. Sleep and lots of it, is essential; the necessity of nourishing foods, the need of abstinence from narcotics; both are known to every coach. Attendance at practice is essential and should be vigorously upheld. No team can succeed unless they give all they have.
I. H. S. A. A. FOOTBALL

by

ARTHUR TRESTER

Permanent Secretary Indiana High School Athletic Association

Mr. Trester, now Permanent Secretary for the Indiana High School Athletic Association, graduated from Earlham College and later received a Master’s Degree from Columbia University. He has had wide experience as a high school teacher and principal, superintendent of schools and lecturer on physical education, moral education and athletics.

I. H. S. A. A. Football

Football has been played in the high schools of Indiana since the organization of the I. H. S. A. A. in 1903 and even several years prior to that time. In fact, the many arguments arising over football games between the high schools made the I. H. S. A. A. necessary. The need for a central organization with executive authority to manage and direct the interscholastic athletic activities was felt very keenly by high school principals prior to 1903. With uniform eligibility rules regarding age, scholarship, conduct, time in school, amateurism, sportsmanship and management football became a much more desirable game for high school students.

The game itself, however, continues to be a game considered by many parents and school men, too rough and even too brutal for high school students. The I. H. S. A. A. received many criticisms for permitting and fostering the game among high school boys, so beginning with January 1, 1911, the I. H. S. A. A. required every football player to submit a certificate from a reputable physician as to physical fitness and also a card of consent (from one of his parents), to play football. Both of these certificates were required to be attested by the high school principal and filed with the permanent secretary of the state association. These certificates are still required of all football players.

The rules of the game of football have undergone numerous changes since 1903 and the changes have been along lines to lessen the actual danger to players and to make the game not merely a game of brute strength. Due to the type of game that football presented in its early life, there unfortunately grew up a football vocabulary that can not be recommended for high school students or for spectators at high school games. Such expressions as “kill him” and “knock him out” are no longer in good form in the I. H. S. A. A. It is true that football is a fighting game, but we have learned that there is such a thing as clean fighting and that a fighting game need not be a war-like game. The spirit of fair play and of sportsmanship has taken hold of the game of football so that it is no longer the main purpose of one team to knock out the members of another team. Football paraphernalia has been improved so that it serves as protection to the wearers rather than instruments of punishment and torture to the opponents.

Football now brings out elements of training in boys the old game knew nothing about. The element of shiftiness, for instance, to meet emergencies caused by the play of the opponents or of team-mates is now emphasized generally. The development of the open play and the forward pass not only have removed much of the brutal fighting of the old game but they have developed qualities of alertness, skill, speed, team work, tactics and strategy that are exceedingly valuable. Beef has now been displaced and the head coupled with physical vigor and skill has been substituted. Most of football now is above the neck. The game of football today, if
played correctly, is a game to advance the ball by strategy, general-ship, skill and speed and a game in which unsportsmanlike conduct is not welcome at all. Football is no longer a wrestling match, a prize fight, a knock-down-and-drag-out affair. The old “push and pull” playing is not used in modern football. Battering rams and bullies are not necessary nor wanted today. If these things happen, the contest is not a football game and the game itself should not suffer for such. The disrepute into which the game of football has fallen at times has been due to lack of proper coaching, proper training and proper regulation rather than to the vigor of the game itself. The game of football has gained as it has grown cleaner.

Probably the greatest drawback to football at present is the opportunity the game gives for dirty work and unfair tactics. It is a bodily contact game and in such games the best of officials can not see all that is going on. This means for us in the I. H. S. A. A. to teach and to train all players to play the game according to the rules rather than according to an evasion of the rules. The “get by” coach has the wrong code and has no place in high school football. The football code preceding the rules in Spalding’s Guide should be part of the make-up of every coach and every player. This code furnishes excellent ma-

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Aside from the moral and sportsmanship side of "dirty" football playing, such is poor policy from the standpoint of individual and team play. No player is the most valuable when he is trying to violate the rules of the game or the rules of sportsmanship. The player who is trying to injure an opponent does not have his mind on football and he is breaking down the morale of his own team. The team that plays clean wins, other things being equal.

Suggestions

I. Officials

(a) Use only approved officials for referee, umpire, headlinesman and field judge and select these men with care. Choose men who are clean, courteous, competent, courageous, fair-minded and physically fit and then turn the game over to them to officiate.

The I. H. S. A. A. is doing everything in its power to secure good officiating and the list of approved officials contains the best that we have. It takes good officials, good schools and good crowds to have good officiating. Officials must be protected and they must be assured of moral backing in their work. There must be no reason for hesitation to inflict penalties. Schools must secure fearless and competent officials and then support them to the limit.

II. Coaches

(a) Employ only such as are clean and competent and such as have personalities that inspire and lead high school students by constantly holding up high ideals.

(b) Coaches of athletic teams should not only have qualities enumerated above, but they should be trained as teachers as well. They should have a good general educational training.

(c) The possession of a college or university monogram given for athletic ability is not sufficient preparation for a high school coach. High ideals are absolutely necessary.

(d) The ideas and ideals of the coach should be the highest else our energy and attention to athletic activities are worse than lost. The "win at any cost" coach, the coach with low ideals, and the coach that does not know educational aims and purposes, the "cussing" coach, has no place in the I. H. S. A. A. The game of football has suffered in the past and is suffering in some places now on account of the "cussing" coach. Lack of coaching can not and should not be made up by "cussing." Demonstrating, teaching, training, and coaching will do all that can or should be done. Then the results will be such that good habits rather than poor ones will be formed. The ban is on the "cussing" coach in the I. H. S. A. A. He is no more desirable on the football field than in the class room.

(e) The idea held by some coaches that a team must evade the rules and must play the game "dirty" in order to win, must be trained out of them. There is more strength in being clean than in being "dirty." This has been proved in many winning teams in the I. H. S. A. A.

III. Management

(a) More attention must be given to the management of all games and football takes considerable time and energy along this line.

(b) All arrangements must be carefully and definitely made. The field of play must be kept in good playing condition in order to prevent many unnecessary injuries. Numerous injuries are due to poor playing fields. All fields should be level and free from stones, sticks, etc. Provisions for handling the crowd must be complete in every way.

(c) Faculty men who are interested, energetic, diplomatic and competent are very necessary as managers.
(d) All athletic management should be under school control.

IV. Training

(a) No high school boy should enter a game of football unless he has been taught the rules of the game, the code of true sportsmanship, and the technique of playing the game with alertness and skill.

(b) Parent's and physician's certificates are required by every player and these must be in the hands of the permanent secretary prior to the playing. These certificates not only protect the school authorities, but they should protect the players as well. All certificates must be signed by the parent and the physician and be attested by the high school principal. These will be sent in quantities upon request of the permanent secretary.

(c) Football players must be physically fit and this means more than merely being well, or not sick. Players must have had sufficient training to have wind, endurance and hardness prior to participation in a game. Under training and over training are both serious.

(d) Players must be taught how to fall and how to fall on the ball. Injuries often result from ignorance and the game suffers as a result. Catching kick-offs and
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punts, making drop-kicks and place-kicks, tackling opponents in the open, blocking opponents, throwing and receiving passes, recovering the ball, picking off opponents, must be taught and taught well. Intelligence and skill enter here.

(e) The equipment is very important and the pants and jersey should be well padded. Shoes should be comfortable and serviceable. Ankle braces usually prevent sprained ankles. Head guards protect the player. It pays to look after the equipment of players at all times.

(f) Physical examinations should be thorough and frequent. None but competent physicians having high ideals should do this work. Careful observation should be given all boys by the coach daily.

A Plan for the Management, etc.
(Continued from page 82)

seven of its ten games, the tennis team took five of its seven matches, and the baseball team lost only two out of fifteen games played. In all sports, the percentage of boys who formerly had played on the league teams was greatly in excess of boys who had entered school the preceding September. In baseball, only three of the entire squad of twenty-four, were boys spending their first year at Saint John's. This shows that results will be found on the school teams after some such plan has been in operation a few years.

Why check the boys and make the work compulsory? There is no doubt that voluntary action would be preferable, but, as experience has taught us, only a small percentage of the boys would be benefited. There are many boys who, because of timidity, lack of interest, lack of initiative, etc., would not trouble themselves about sports. They are the ones whom we wish most to reach and who usually show the need of training and exercise.
strike slightly above the eyes. Just a little before the right arm is lifted, the head should be turned slightly to the left side with the mouth opened. The breath should be taken in through the mouth and exhaled through the nose. The head and eyes should be kept to the front as much as possible.

Land Exercise

It is well to practice the strokes out of the water a great deal as follows: The swimmer should stand erect, raise his right arm obliquely sideward and upward with the palm outward. The left arm should hang to the side as a starting position. (Use two counts to the arms.) At the count of one the right arm should be brought downward to the side; as it reaches the thigh, the arm should be bent at the elbow, the arm and hand resting across the chest. At the same count or as the right arm is brought down, the left arm should be raised sideward and upward with the elbow bent and leading and should be thrust forward in front of the head. At the count of two the left arm should be brought down in front of the body to its original position and the right arm should be thrust upward and sideward to its original position. In combining the leg and arm movements complete movements should be made in three counts—two movements of the arms and two of the legs. At the count of one the arm should be used, legs remaining extended. (See illustration 1.) On the count of two, as the left arm is brought down and the right arm is being extended, the legs should be drawn up making the first movement with the legs. At the count of three the legs are whipped together making the second movement with the legs. (See Illustration 3.) At the end of this count the body is back in its original position as in one.

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successful results were accomplished. I might also add that linesmen had this same training. The result was that his team gained possession of a loose ball far more often than did their opponents. A prominent eastern coach numbered his men; then as he called a number, that man would fall on the ball. The numbers were never called in rotation, so every man had to be on the alert. This coach spent a great deal of time on this and his team was very adept at recovering loose balls.

III Foot work in the back field is without a doubt one of the greatest problems of the coach. We want the maximum driving power for line plunges and a versatile attack for running ends, forward passing and kicking. For regular formation, we place our quarter back behind the center; the other three backs four or five yards back of the line of scrimmage. The fullback should be directly behind the center and about a foot in advance of the halfbacks. The two halfbacks should be far enough to the side of the fullback so that from their starting position, they can reach over and touch the fullback's rump. As the formations are changed, the backs will, of course, change their positions. As to the proper method of starting, many coaches disagree. Some prefer the style where the backs bend slightly forward, with the elbows resting a little above the knees. I prefer to have the backs stand with their feet about two feet apart, the left foot slightly in advance, the body leaning forward, the fingers of the right hand resting lightly on the ground and left arm raised behind the body in order to keep the proper balance. (Illustration 11.) By this method the player has an exceptionally fast start for a line plunge, and he can start around either end as fast or faster than by any other method, because of the additional push off of the fingers. The backs should keep their eyes straight ahead and not apparently watch the ball, because if they do so, there is a tendency to lean the way the play is going.

In perfecting a back field that can smash the line, run the ends, pass and punt equally well, we must use methods of practice that call for charging, stopping, starting, and dodging. One well known coach has several boxes about two feet square and eighteen inches high. He places four of these boxes in a square with three or four feet clearance between each box. The men carry the ball through this space and as they run they place both feet, one foot at a time in every box. This requires fast foot work and teaches the back to bring his knees up high and to be shifting sideways at the same time.

Most of the good backs usually turn at right angles and do not try to run corners. Some backs in making a long end run will try to circle the opponent's end. They are rarely successful under the present style of play, where the ends turn all plays in. The fast backs, that cannot dodge or sidestep, but can only run fast, have no chance. The back should start straight toward the side lines, then cut sharply in or outside the end. After doing this, he is at the mercy of the halfback, unless he can turn at right angles. If he circles back, the linesmen can tackle him and if he keeps going out, the half back will tackle him, turn him in or run him out of bounds. How
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ever, if after getting by the end, he cuts back toward the halfback, he now has the halfback at a disadvantage, because he can run at full speed and dodge or sidestep either way or he can slow up a trifle, and as the halfback rushes him, change his pace and run around the halfback. One good plan is to work on a make-believe end run. As an illustration, we will work on one to the right. Take it for granted that the opposing end will turn the play in. Place No. 1 about fourteen feet to the right, No. 2 the same distance to the right and about six feet ahead, No. 3 about ten feet directly to the right of No. 2. Then let the halfback take the ball on a direct pass from center; he should run straight at No. 1, cut inside of him, keep running straight at No. 2, cut inside again, and then as he is running straight at No. 3, yell right or left, when he is about three or four feet from No. 3. He should cut accordingly. This does not necessarily mean that end runs always go this way, but we get excellent practice in making the backs stop on both feet, momentarily start in a new direction and have control of their bodies at all times.

Another plan for shiftiness is to line up the men in single file, about four yards apart. Let the backs run down this line and pass every other man on the same side. This plan has been used for years and is no good unless the backs shift the ball at every turn and cut sharply from side to side. If they merely zig zag down the line, the practice will be of no value.

One good plan of developing charging on the part of the halfbacks is to have two men hold a rope about three feet off the ground. Line up the backs parallel to the rope and about five yards away. At the word "Go," have them charge under the rope. It should be understood that they are to stop when they have gone four or five yards beyond the rope, and turn around facing the rope again. Yell "Go," and repeat until the men are tired but not worn out. This is a very good exercise to finish an evening's workout. Besides developing charging, this exercise keeps the backs running low.

I have not taken up any points of defensive play, because as mentioned before, back field play is too large a subject to be covered, except in a book. There are various other methods of practice to develop the back field men and every coach must choose for himself. We are agreed, however, that the fundamental points of back field play should be emphasized.

Ques.—Will there be any articles in the Journal this year on strategy in football?
Ans.—There have been so many requests for an article of this sort that it has been decided to reprint a most excellent article entitled "Field Tactics" by K. K. Rockne that appeared in the October Journal, 1921.
follow that he is a good leader of men; that he is able to impart his knowledge to others or that he is a close follower of the game from all positions. From these facts, and from the fact that many of the most successful coaches in the country played football on minor teams or in a minor capacity, it is now generally conceded that a man’s stellar football on a college team is only one of the small elements necessary to his success as a coach. True, to a greater extent is this of officiating, an altogether different line of work from participation in the game itself. It is argued by some that it is not only an asset but a detriment for an official to have been a star player—and one of the criticisms of one of our best officials arose from the fact that he officiated more like a player than like an official and that he saw the game from the wrong viewpoint.

In football officiating, of course, the lack of bias or prejudice, and the ability not to let outside things interfere with the judgment, are fundamental principles—things that must be present before the official can even begin. These qualities are now so universally accepted as necessary qualifications that it can be assumed that every official possesses them.

Football officiating in the first instance is largely a matter of personality. Many of our officials, who know the rules well and are otherwise competent, fail because the players, the spectators, and the management, do not have confidence in them and they lose control of the game. Above all things the official must “run the game.”

Another chief requisite of a successful football official is that coolheadedness and control which keeps the man in entire touch with the situation at all times, never allowing himself to become flustered or rattled or to lose his temper. Loss of personal control for a fraction of time may cause a grave mistake, or giving way to temper, a serious injustice, neither of which can be remedied.

Decisiveness and firmness are other fundamentals. If the official is sure in his own mind as to the facts, arrives at his conclusion, and in a firm decisive manner announces his decision, allows no argument thereon, and is not induced to change, half the battle is over. If, however, the decision is announced in an apologetic, half-hearted manner it leads to loss of confidence and respect for the official. It is the duty and responsibility of the official to decide, and right or wrong, when his decision is rendered then the question should be closed.

Quick thinking is another attribute, as well as judgment, the judgment which comes instinctively to grasp and determine correctly the difference between an infraction of
the rules and an apparent infrac-

the rules and an apparent infrac-
tion, within the legitimate; the judg-
tion to see immediately, appreciate
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At the end of one of the big
games—a game played in a field
heavy with mud—one of the spec-
tators approached the referee and re-
marked, “You worked almost as
hard as the boys did.” In that game
the referee had run three or four
times as far as any man on the
team, he had been under a nervous
strain, he had been in and out of
every play. If his physical condi-
tion had not been of the best, he
could not have lasted a quarter. So
physical fitness, to which can be
added speed and other physical at-
tributes, are essential qualifications.

The greatest requisite of the suc-
cessful football official, the easiest
of all to obtain, and the one most
neglected, is hard work on the rules
of the game. It is necessary for
the official to master the rules, not
only as we read them and under-
stand them, but in their inconceiv-
able variations, and to have them at
his finger tips, ready for immediate
use, should occasion present. One
year, one of the officials in the Mis-
souri Valley undertook to study the
rules for himself. He knew the
rules and could repeat almost ver-
batim any rule in the book. He
thought he had mastered the rules.
Approaching another official with
that statement, the other official
picked up the rule book and asked
ten questions, not one of which
could the man “who had mastered
the rules” answer successfully, and
any one of which arising in a game
might have lost the game for one
or the other of the teams. Strange
and unusual things occur during
the progress of the game and add
to the troubles and difficulties of
officiating. Many times in the past
two years has a punted ball been
blown back over the punter’s head,
either going out of bounds or not
and on fourth down, both of these
plays raising innumerable questions.

At the kick-off in at least two of the
games, the ball was punctured on
being caught, and so often has a
drop kick struck upon the ground
and then bounced over the goal
cross bar, that the Rules Commit-
tee were forced to incorporate it in
the rules. This play arose for the
first time in a big game a number
of years ago in Iowa, and the ruling
upon it by the official decided the
game. Hours should be spent in
working over the rules, possible
plays, means of bettering the game,
lessening fouls, interpreting plays,
until the possible occurrences, that
are unknown to the official, are a
minimum.

The work of officiating a footbal-

The work of officiating a footbal-
l game, after a consideration of these
facts, is clearly no bed of roses. The
work is done always before a crowd
ranging from a handful to eighty
thousand people. The Schools,
Counties, State, States, and occa-
sonally the entire Country, are all
vitaly interested. An oversight, a
mistake, an accident, and the dam-
age is irreparable. So much de-
pends upon each small question
arising, and the result can be
changed so materially by such a mis-
take, that the responsibility, for the
length of time which a game lasts,
has few if any equals. All officials
know and feel that even the best
and most competent of theirnum-
ber must make mistakes—“miss
’em” as it is called in baseball.

An example of such a mistake
arose several years ago in a game
played in the rain on a muddy, slip-
pery field, where after the first down
the men on the different teams
looked just alike. During the game,
the ball was fumbled and recovered
by a muddy figure, the referee giv-
ing the ball, as he thought, to the
side of the players who had recov-
ered the ball. After the game was over, the referee was approached by a player, who proved to be the man who had recovered the fumble in the game. The player respectfully desired to know on what foul the referee had taken the ball away from his side, when he had recovered the fumble, and given it to the opposing team. An investigation by the referee disclosed this to be the fact, that mistaking the man who had recovered the fumble, he had given the ball to the wrong team.

Mistakes either of omission or commission on the part of the official are very seldom forgiven and never forgotten. The consequence of these mistakes is too great; the general spectator reasons that it is the official's business to know. Consequently the ever present warning in the official's subconscious mind, "Be sure—officials must not make mistakes."

Some years ago an inquiry was addressed by a self styled "would be football official" to C. E. McBride, sporting editor of the Kansas City Star, in which the "would be official" stated that he desired to become a football official and desired to know "the requisites." Mr. McBride answered by calling attention to the necessity for knowledge of the rules, fairness and unbiased judgment, etc., and ended up his answer by "lastly and most important—getting some games to officiate" and that adds an element which can only be gained by time and practice which is experience.

With the growth in popularity of football there never was a time when there was a greater need for competent, unbiased, capable officials, and any man having a trace of these fundamental requisites (excepting, of course, experience) who will put the time and effort into the study of the game and the rules that they require, can and will become a capable official.

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![Antiphlogistine](image)

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THE FORWARD PASS

BY

K. K. ROCKNE

Mr. Rockne, who is Director of Athletics and Football and Track Coach at Notre Dame University, graduated from Notre Dame, where he competed in football and track for three years. He was chosen for a place on the All-American football team in 1913. He is one of the smartest and most successful coaches in the country, is a fine sportsman and a credit to the world of sport. His success with the forward pass especially qualifies him to discuss this method of attack.—Editor's Note.

In the winter of 1906, the game of football was in a bad plight. Long lists of fatalities and injuries, due to the heavy mass and wedge plays then in vogue, had aroused public opinion. There was a hue and cry against the game. Some colleges had dropped football and certain legislatures threatened to put a ban on the game. About this time a meeting of most of the large colleges was called and recommendations were passed about the game and sent to the Rules Committee. This meeting, by the way, was the start of the present National Collegiate Athletic Association.

As a result of these recommendations, the Rules Committee of that year initiated a series of radical changes, designed to open up the game and get away from the terrific mass plays which were not only uninteresting but were causing a great number of injuries. The rule calling for five yards in three downs was changed to ten yards. The onside kick and forward pass were introduced, the latter proving to be the vital innovation. True, it was hampered by a lot of restrictions, but nevertheless it offered great opportunity for inventive genius.

In the first few years, the forward pass was used only as a threat play. As one would expect, the execution was crude and haphazard. The ball was generally thrown with a stiff arm or with both arms and was caught in the stomach. In fact, the little light football was handled very much as if it were a heavy medicine ball, from the gym apparatus. The number of completed passes was quite low, even in signal practice.

The fall of 1908 saw some innovations in the execution of the pass play. Three teams, St. Louis University, Carlisle and the University of Chicago used the pass successfully against all their opponents. They used the long spiral pass and the receiver caught the ball more as it is caught in baseball. The defense seemed absolutely unable to cope with this new weapon. The half backs appeared not to know what to do to defend against this pass and a running attack at the same time.
passes in those days were all advertised in advance, but even so, they were successful. The end ran down the field, with no attempt at a change of pace or direction, but just apparently trying to out-run the defensive half back. Some teams still use these tactics today, but the passes are now easily broken up. In fact, the very next year, the defense caught up with the pass and the development of the pass was delayed for several years.

This retarding was due, however, as much to the rules as it was to the defense. In the fall of 1909, most teams made use of the fact that the rules still allowed pushing and pulling so that the game again became a brute strength proposition, with the pass being used only in a pinch and as a threat. The restrictions on the pass, limited its use any further than this. An increase in the number of injured men prompted the Rules Committee the following spring to make another attempt to eliminate mass play and its attendant casualties. They made what has since been shown to be the most radical change in football. They made it illegal for a teammate to help the carrier of the ball in any way except as an interferer. Pushing or pulling the man with the ball was eliminated and now for the first time, the knell of the mass play was sounded. The offense, however, found itself unable to advance against a determined defense, so in the next two years we saw most of the big games ending in a dead-lock, or being decided by goals from the field. Gaining ten yards, in three downs, against a team of equal strength seemed an impossible task. It became apparent that the offense would have to be strengthened, if the game were to hold the interest of the public.

Having in mind this strengthening of the offense, the Rules Committee the following spring made the last of the radical changes. The twenty yard restriction on the forward pass was removed, in other words, the pass could now be thrown an unlimited distance. Another change made it possible for one to catch a pass in a ten yard zone, created behind the goal line. The real development of the pass can truly be said to have begun in the fall of 1912.

The evolution of various kinds of passes has gradually progressed since 1912. First we had the group pass, the fan pass and later, the spot pass. The screen pass, with its many modifications, began to be developed that year. Later we have come to witness tackle eligible plays, delayed passes, the use of men as decoys, the use of a screen for the protection of the receiver, the pass after an apparent line buck, the optional pass, the bifocal pass—all these had their origin in the years following 1912 and have taken until today to be perfected.

If a forward pass is to be successful, the eligible man must be able to get away from the defensive player. No matter what kind of a pass is used, the method employed is one of six which, briefly enumerated, are as follows: using a change of pace; using a sharp change of direction; faking as if to block or actually blocking for an instant, and then breaking fast for an open space; hiding behind a screen; following a decoy at the proper time; revolving completely around and having the pass so timed, that the ball is shot into a pocket at the proper instant.
The following diagrams of passes are pass plays which have been used by Notre Dame. They are not original, as some of the ideas have been borrowed from other coaches.

**SCREEN PASS**

The five center men charge down the field to take the secondary defense. The ends delay, cut in short and catch a high lob pass. Backs 1, 2 and 3 block. Back 4 takes one step back, after receiving the ball from the center, and passes to either end. The pass must be a short high lob, high enough so that it will not be blocked by incharging line men.

**DECOY PASS**

The right end goes down the field deep. The left end goes down the field deep and slightly in towards the center. Back 3 goes down the field, fast and wide. Back 1 delays, and then goes down straight a few yards and then sharply across to the left. Back 2 blocks. Back 4 fakes a run and then passes, generally to back 1.
**RUNNING PASS**

The right end goes down and out. The left end goes down a few yards and then comes across the field fast. The line from tackle to tackle blocks. Back 1 fakes for the end, slips by and goes out into the flat zone for a pass. Back 2 blocks the end and back 3 blocks the tackle. The passer fakes an off tackle play for three steps, drops back and passes to whomever of the three is clear. The right end and back 1 are in the same focus.

**FAN PASS**

Two ends go deep down the field and out. Five center linemen block. Back 1 cuts down the middle of the field. Back 2 checks the end, then drifts into the flat zone for a pass. Back 3 blocks temporarily to the left, then drifts out for a pass. Back 4 fakes a pass, runs and eludes the tackle, then passes. This pass demands a clever man in position 4, a man who can pass from any position and under any condition. If back 4 is not clever enough, back 2 will have to block.
The ends criss cross. All the line except the right guard block in the line. The right guard pulls out to the right and blocks. Back 3 blocks to the right. Back 2 blocks to the left. Back 4 gets the direct pass from the center, fakes off tackle and gives the ball to back 1, after which he blocks. Back 1, after receiving the ball from back 4, fakes a reverse run and then passes to either end.

Both ends block their tackles for two counts and then break for the open space. The line from tackle to tackle blocks. Back 4, the quarter, takes the ball and fakes it to back 1 faking a line buck. Back 4 then pivots around and tosses the ball to back 3, after which he blocks to the weak side. Back 2 blocks to the strong side. Back 3 delays, receives the ball from the quarter, drops back a step and passes to either end.
In this article the writer will deal with the teaming together of men of certain defensive regions while on defense; not so much with the principles of defense as the playing together of these men for different formations as in the case of the tackle and end or the fullback and center.

Football teams should be drilled in the fundamental principles of defense for different formations just as thoroughly as they are drilled in their offensive play. Defense depends a lot upon team play and the players working together as they do on the offensive. If a team is not well drilled in the fundamental principles of defense, there will be no team play and the defense will be a hit and miss proposition—usually the latter. Where opponents have been scouted but little, the team should be drilled in the principles of defense for close formation, unbalanced formations, the punt formation and some spread formations.

After drilling the team well in the principles of defense so that they know how to meet each formation, then a great deal can be added to the effectiveness of the defense by having each man cooperate or team it with the men in his defensive region by actually having one man tell the other man or men in his region just how he will play on each formation. For instance on a formation that appears to be a wide end run, the end, tackle and half-back being in the same defensive region should team it together and each know what the other is going to do.

The coach must give his players definite instructions as to breaking up the various formations. The coach should then instruct his men as to the methods of telling each other just how they will play. He should, as a general rule, pick the man that shall direct the other man or men in his defensive region. Generally the veteran of the group will be the best man, though another man may best size up the plays of a particular team. This man must not only size up the play but tell the others what he will do or direct the play of some other man in that region. This method of having team it together is slow and uncertain at first, but with a good man to direct the play it soon becomes mighty effective. There is no use for the coach to tell his men of the advantages of this method, he must actually show them in scrimmage how to use it and see that they do it. They must be cautioned to keep in mind the down and yards to be gained and size up the general play of their opponents.
drilled day after day in scrimmage, it becomes easy and there will be a dash and confidence in the defensive play of the men that will lower the morale of their opponents.

To illustrate the point, a case may be taken where on one side are played a smashing end and a slow outcharging tackle together, while on the other end of the line a waiting end and a driving powerful tackle play. As a general rule of play, the waiting tackle knows that the end is going in fast and so covers the play so that no one gets around. The waiting end knows that his slashing tackle will drive in while he takes the runner. Now by teaming it together they may vary this method and make it more effective. In case of a slippery runner they may both charge in fast to cut off the runner. They may vary it in other ways but before changing, they should both know just how they are going to play each time so that a runner may not get by because one of them thought the other would be there.

There should be added to the defense region of the tackle and end the halfback since he must always play with these men to make an effective defense. One of these men must direct the play and each man should play according to his direction and his direction must be according to the defense instructions laid down by the coach. It is much easier to direct men when the same men play the same positions and are not changed too often. The halfback in this case must know when the other men are rushing in, so that he may play back and out and not come in until he sees the ball. In case of a spread play, he must know what his tackle and end are going to do. And so in wide end runs and in punt formations the halfback must know what the other men are going to do, that he may come in fast or stay back. It is not possible for a man to direct the play of more than two men and play his own best game at the same time.

The teaming it together of the fullback and center is necessary to the full defensive playing of these two men. Whether the center plays in the line or not, they must know just what he is going to do on every play. On a close formation play, the center should tell the fullback that he will play in the line and break through so that the fullback can be ready to nab the runner. When these two players know what the other is going to do, the one breaking through can take more chances knowing that the other is backing him up. On off tackle plays, the center and fullback should tell each other whether they will break into the interference or tackle the runner. On wide end runs, the coach must have a definite method for the two working together and they should tell each other before the play starts.

On punt formations from which a punt, run or pass may start, depending on the down and the gain to be made, the fullback should in case of a pass, back up and cover the territory behind the line. The center may break through or break up a short pass. If these men work together and tell each other on every play, they may many times change positions and make no weakness in the defense. With the offensive team behind, and a few minutes left to play, they may cut loose a forward pass attack to score. If the center and fullback will team it together, they may prevent a pass being completed in the territory behind the line.

(Continued on page 35)
FOOTBALL STRATEGY

The following discussions pertain to situations with which a coach was once confronted. Probably many coaches have had very similar problems. If you think that the strategy employed was faulty suggest what you would have done and your answer will be printed in the November Journal either with or without your name, as you may desire. If you have a problem that will interest the other coaches won't you pass it on through the pages of the Journal?—Editor's Note.

I. Team “A” played team “B” in the middle of the season. The coach of team “A” decided to attempt to win a victory by going against the other team’s line. Consequently all afternoon his quarterback pounded away with bucks at team “B’s” line. His plan was justified late in the last quarter when team “A” carried the ball down the field through “B’s” weakened line and scored the only touchdown of the day.

The next week, team “B” played team “C”. Team “A” and team “C” were scheduled to play in the final big game of the season. Team “A” scouts reported that team “C” had a line that was considerably better than team “B’s”. In other respects teams “A” and “C” were apparently evenly matched. What plan of attack should the coach of team “A” lay out for his quarterback for the coming game?

Following are some of the factors that led the coach of team “A” to decide to employ unusual tactics:

1. His line was probably not any better if as good as “C’s” line.
2. Team “C” had a good pair of ends and a veteran back field.
3. Team “A” had a fine passing attack which it had not used that season. Further, the coach of team “A” was known to favor conventional football methods of attack.

The coach of team “A” decided, these things being true and because teams very seldom opened up with a passing attack early in the game, that he would do the unexpected. Consequently, when the game started and after an exchange of punts, his team shifted to a forward passing formation on its own forty yard line, the ball was passed twenty-five yards down the field to the left end, it was caught and the end carried it to the ten yard line before he was downed. From this point it was soon carried over for a touchdown. After this, team “A” played conservative football and ultimately won.

II. Team “A” had a fair line, a good kicker, good backs for a running and bucking attack, but a poor passing offense. Team “B” had a heavy line with a powerful line attack, one very good end, a good kicker and a fairly good running offense. Team “B” was thought to have a team at least two touchdowns superior to “A” team.

Team “A” came onto the field determined to win the game in the first quarter. The men of this team opened up with a slashing, bucking and running attack that soon resulted in a touchdown. After the touchdown “A” kicked to “B” and the ball was downed on the latter’s twenty-five yard line. From this position “B’s” quarterback attacked “A’s” line and found that his right tackle was usually good for a substantial gain in a play over the other tackle. Team “A” was able to stop everything else that “B” had to offer. Consequently “B’s” right tackle was used on nearly (Continued on page 34)
THE ATHLETIC OFFICIALS ASSOCIATION

BY

J. J. LIPSKI

Mr. Lipski attended Crane High School and the University of Chicago. The position that he played in football was quarter-back. He was chiefly instrumental in organizing the Officials' Association and is today a member of the advisory board and corresponding secretary of this association. He has officiated in many important games in the middle west.—EDITOR'S NOTE.

THREE years ago last July a little group of men who were interested in football, met at the Illinois Athletic Club to discuss the question of uniform interpretations of the football rules and the possibility of elevating the standard of officiating, particularly in minor college, and preparatory school games. Other meetings followed and by the opening of the season of 1920 the Athletic Officials' Association had come into existence and was operating under a charter granted by the state of Illinois. Walter Eckersall was the first president.

During the first year of the existence of this association the officers moved forward cautiously, guarding as carefully as possible against unwise steps which might defeat the purpose and keeping constantly in view the original aim of the founders. Today the Association consists of the parent organization which acts in the capacity of a general governing body, and two distinct, well organized subordinate bodies devoted to football and basketball respectively. The third division which has to do with track, field, and swimming is now in the process of organization and should be ready for service in the near future. The football division now has eighty-five active members who have served in the majority of the preparatory school, minor college and conference games in this section of the country. The basketball division has forty members and has operated with outstanding success for two seasons.

With regard to the football division, it may fairly be said that its membership has been drawn from all ranks of football students, most of whom have had college training,—many under conference coaches. Every official has had some football experience as player, coach and official and all of them are careful students of the game. No man is admitted to membership except upon written application to the officers of the Association. This application must be accompanied by recommendations of men in whose judgment the officers have confidence. Admission comes only after a most searching examination of the rules and some of the members can relate some rather unpleasant but unavoidable experiences in these examinations,—experiences which have compelled candidates to present themselves for re-examination the second, third and even the fourth time before the exacting demands of the examining committee could be met. This year failure to pass the second examination eliminates an applicant from further consideration.

Once a week the members gather for a general discussion of
The rules and technical questions arising from gridiron play. In these discussions the older and more experienced men take the lead, and whenever possible definite, approved rulings are agreed upon for guidance in the future. These are put into the hands of all the members. It is by no means difficult to see the value of this to the young official just beginning his career, or to see how many embarrassing situations may be saved in the case of officials of even wider experience. Moreover, the Association acting through the Committee on Assignments is making an earnest endeavor to proceed wisely in the placing of men in the various games. It has been the policy of the Association, whenever possible, to avoid sending an inexperienced man to work with another who also has had limited experience in a major position. Wherever possible, the new man goes with an older one who can help him by honest and kindly criticism. This close watch is kept on the men not only for the personal benefit that the officials themselves will derive from it, and the satisfaction of the institution, the men are called upon to serve, but also to the end that this Association may become widely known for the honesty, efficiency, and character of its men. The Association has as an ideal that every member shall be in every sense a real man, honest, efficient and fearless—the kind of a man needed in football officiating today.

Much of the success of this Association has been due to the encouragement and counsel of the Middle Western Coaches and particularly of A. A. Stagg and Dana M. Evans, whose residence in the Chicago district has made their advice frequently available. There has been cordial co-operation, likewise from the chairmen of the various football committees of the minor colleges, preparatory, and academic schools of the Middle West.

The following examination questions, used in a recent test given to prospective members of the Official's Association, may be of interest to coaches and officials:

1. What are the dimensions of the field and the markings?

2. Under what conditions may a ball be changed during a game? What is the conference ruling in regard to wiping off the ball?

3. When is a substitution completed?

4. When may a player be substituted? State the conditions when a player having participated during a game may return.

5. Is it obligatory for the Referee and Umpire to penalize an incoming substitute for not reporting? May the incoming substitute give signals? State the penalties for not reporting, communication and illegal return.

6. State how the penalty for illegal substitution taking place between the making of a touchdown and the next kick-off should be imposed.

7. State the conditions under which a referee may shorten a game.

8. State the penalty for failure to start the game within ten minutes after the scheduled time. State the penalty for failure of a team to appear on the field at the appointed time or at the beginning of the second half.

9. Tell when a scrimmage takes place and when a ball has been properly snapped back.

10. Describe the neutral zone. When is a fair catch made? What is the penalty for more than two steps?

11. When is the ball out of bounds? When is a player out...
of bounds on a kick or forward pass? Define tripping, hurdling in the line and in the open.

12. Under what conditions should a referee declare the ball dead when in possession of a player? What change has been made in regard to an illegal forward pass?

13. Define a touchdown. When should a referee blow his whistle and declare a touchdown?


15. Under what procedure would you start a game as a referee? What option has the winner on a toss?

16. Show on the board the position of the teams and officials on the kick-off.

17. When is a player considered to be on the line of scrimmage? How many men must be on the line of scrimmage when the ball is put in play on the offense? On the defense?

18. May the center guard or tackle drop back of the line of scrimmage to carry the ball?

19. State the conditions under which a player of the side having the ball may be in motion.

20. What is meant by both feet on the ground on shift plays?

21. How may a try for a point after a touchdown be scored? What is the penalty for a foul by the defensive team? What is the penalty for a foul by the offensive team? What is the penalty for a simultaneous foul?

22. Show on the board the position of players and officials on a free kick after a fair catch. Illustrate various penalties that may arise.

23. May a center or guard carry a ball?

24. If the ball is kicked out of bounds on the kick-off before being touched by a player or crossing the goal line, what is the penalty? What is the penalty if this occurs the second time? What is the penalty if the kicking side is offside on the kick-off?

25. State how the ball should be put in play after going out of bounds.

26. Show the position of the ball after a touchdown.

27. State the ruling for a case where the ball strikes the official.

28. What is the penalty for time being taken out more than three times by a team during a half?

29. Explain an opportunity for a fair catch. What is the penalty for interference with an opportunity for a fair catch? What is the penalty for throwing the man who makes a fair catch to the ground? If two men signal for a fair catch and the ball is caught by one of these men, what play is allowable under these conditions?

30. What is the penalty for unlawful helping of a runner and for interlocked interference? May a player with the ball place his hand on his teammates?

31. What is the penalty for the use of the hands and arms by the offensive side? By the defensive side? If neither side is in possession of the ball?

32. What is the penalty for interference by the passing side on a forward pass?

1. On the field of play?
2. Behind the goal line?
3. Inside the ten-yard line?

33. State the penalty for interference by the defensive team on forward passes. In the end zone? In the field of play?

34. If a forward pass is made by the team not putting the ball in play from a scrimmage, is the ball automatically dead? What

(Continued on page 40)
In a recent letter to the President of the Southern Newspaper Publishers' Association, President Coolidge asked the support of that group of men for the laws of the State and Nation. "Support," he said, "means always making the authority of the law supreme. It means undivided allegiance to the constitution and unhesitating obedience to legislative action made in accordance with its provisions."

There can be no question that in recent years there has been manifested a growing disregard and disrespect for law. If we as a people cannot abide by the laws which we make for ourselves we make it clear that so far as we are concerned "Government of the people, for the people and by the people" is a hollow sounding phrase and that we are incapable of self government.

This leads to the question of athletic law. The laws or rules which govern the administration of athletics and the competitions in athletics for the most part are legislated by conference boards or athletic associations. Here as in other legislative bodies only too often foolish rules are enacted. Further, there is a noticeable tendency today to create a law before a purpose has been created. Another situation which does not lend itself to a law enforcement program is created when the rule makers, in this case faculty representatives, enact legislation for others, the coaches, who are vitally interested parties, to observe. What is needed is first the repeal of all rules which are unnecessary or unfair. Second, more educational campaigns and fewer laws, and third, that more of the responsibility of rule making be placed on the athletic directors and coaches.

One of the greatest lessons learned by our boys on the athletic field is that they must play the game according to the rules. Any one who has taken the trouble to investigate cannot help being convinced that there is increasing respect on the part of the players for the playing rules that govern the various sports. Sharp practices, in a word rule violations, that once were applauded are now frowned upon and considered unsportsmanlike. There is being manifested, too, throughout the country more genuine desire on the part of administrators to abide by the rules, to which they have subscribed, for the governing of their mutual relations. However, those who have to deal with the enforcement of eligibility rules are still behind those who decide what is right or wrong in the game. To state a point in question practically every high school athletic association and nearly all of the college conferences have seen fit to write into their codes, rules that are intended to uphold the amateur principle. These rules for the most part are fundamentally the same, yet in some sections of the United States there is a tacit understanding that the rule will not be enforced. It would be better far to strike the rule from the
books than to countenance law evasion. The time is coming when parents who would have their boys grow up with a wholesome respect for the law will send them to educational institutions where law observance is stressed as of prime importance in training for citizenship. Let us have sensible rules and then let the athletic men as a class show their ability to play the game according to the rules.

THE JOURNAL'S ADVERTISING POLICY

Some of the Journal subscribers have suggested that they look upon this publication as a buyer's guide. This is a source of gratification to the Journal management because it is the advertisers who make the Journal possible and every order given one of our advertisers by a subscriber helps make possible a bigger and better Journal. On the other hand this means that the Journal is charged with the responsibility of protecting and safeguarding the interests of the buyers. We have never yet accepted advertising copy from a firm that we did not believe would give a customer value received for every dollar spent and on one occasion we offered to refund money which a subscriber had advanced to a Journal advertiser for goods which were never delivered because the firm in question had failed.

The Journal is proud of the class of advertising which it has been permitted to print in its advertising columns. The writer has personal knowledge that the manufacturers of sporting goods equipment throughout the United States loyally supported the Government throughout the War. Further, without doubt, these men have done their part in developing athletics in this country. May we ask for continued pleasant relations between Journal advertisers and Journal subscribers, and further, may we remind our friends the coaches that it will help the management of this magazine if they will mention the Journal when placing orders with our advertisers.

EXERCISE BY PROXY

It has been suggested so often in recent months that the fact large numbers of spectators are attending the athletic games means that we are all getting our exercise by proxy leads one to question whether or not this is true. It is to be expected that the man who jumps readily to conclusions will reason if twenty years ago a capacity crowd for the final game consisted of ten thousand spectators, while today the big game attracts fifty or seventy thousand persons, that therefore the students who watch the games today do not themselves engage in athletic sports. A study of present day conditions, however, may show that as the popularity of the Varsity games as spectacles increases the number of participants in organized and intramural activities will grow accordingly. A quarter of a century ago required physical education in the schools was uncommon and the word intramural was seldom if ever heard. Today a large percentage of the schools and colleges make provision for both compulsory and voluntary athletics. What are the facts?
THE BREAST STROKE

BY

E. J. MANLEY

This is the third of a series of articles on swimming by E. J. Manley, Swimming Coach at the University of Illinois. The first article, "The Crawl Stroke," appeared in the June Journal, the second, "The Side Stroke," in the September issue, and the fourth, "The Back Stroke," will be in the November number.—Editor's Note.

Much discussion as to whether the breast stroke should be taught as the elementary stroke for beginners has taken place in recent years by swimming instructors throughout the country. In a recent questionnaire sent out by Mr. Frank Sullivan, swimming coach of Princeton University, to the leading swimming directors, opinion seemed to be somewhat divided, but all, almost to a man, agreed that the breast stroke is essential in swimming and should be learned by every person who would be proficient in lifesaving.

I am convinced from my teaching experience that all beginners should master the breast stroke before attempting to learn the other swimming strokes because the latter are more easily acquired once the novice has perfected the technique of the breast stroke. Further it may be said for the breast stroke that those who practice it find that the exercise is of value in correcting shoulder defects and that it is conducive to symmetrical bodily development. In addition to this, ability to swim the breast stroke is necessary in life saving and water games of all sorts and if used correctly will be found less tiring in distance swims than the other strokes.

Until a person who is learning to swim finds it takes very little effort to keep his body afloat and loses his fear of the water and acquires confidence in himself while in the water he will not become a good swimmer no mat-

Illustration 1. The start and finish of the breast stroke as illustrated by H. (Stubby) Krueger, the holder of the Olympic record in the back stroke.
after what stroke he is using. A swimmer who has confidence in his ability to keep his head in or out of the water and at the same time propel himself through the water will make rapid progress because he will relax his muscles, make easy movements and breathe naturally. This is the real secret of good swimming for movements in the breast stroke and it is executed in three counts, three movements with the arms and two with the legs. Before beginning the movements, the body should lie on the water with the arms and legs together and extended.

**Land Drill**

Preparatory to entering the water, this stroke should be practiced thoroughly on land so that the swimmer may become famil-

Illustration 2. This shows the position of the arms and legs at the count of one.

Illustration 3. Krueger demonstrating the positions for the second movement —count of two.

all strokes, viz., proper breathing, relaxation and co ordination. There are three complete
iar with the movements. The land exercise will be a great help to a beginner in overcoming the fear of the water as he will thus have the movements fixed firmly in his mind and he will automatically perform the same movements in the water.

**Arm Movements**

The beginner should start the arm movements first. He should stand erect, if possible with his back against a wall, his heels together, and should raise his arms forward with the palms of the hands together, as a starting position. At the count of one he should turn his palms outward and bring his arms back at right angles on a line with his body. At the count of two he should bend his arms at the elbow, bringing his hands in front of his chest about six or seven inches below the chin. He should keep his finger tips touching with the palms slightly toward each other. Simultaneously at the start of the second movement, his shoulders should be dropped to an angle of about forty-five degrees from the shoulder to the elbows. At the count of three he should thrust his arms forward to their original position.

**Leg Movements**

The swimmer should stand with his hands on his hips and omit the count of one. He should start with two and at this count raise the left knee obliquely forward and outward with the heel of the left foot to the inner side of the right knee with toes turned up. At three, he should straighten his leg sideward, extending his toes and snapping his leg down coming back to his starting position. He should use first his right and then his left leg. Later

Illustration 4. The third movement or the finish of the complete stroke. Here the swimmer is bringing his arms and legs back to the starting position.
WEAK FEET

BY

G. T. STAFFORD

University of Illinois

Under the subject of "The Physical Director or Coach in the Field of the Physical Subnormal," Mr. Stafford, who is Assistant Professor of Orthopedics and Physical Diagnosis at the University of Illinois, has already contributed articles for the May and September Journals. He has promised an article on "Constipation" for the November Journal.—Editor's Note.

Introduction:

Prevalence of foot trouble. Civilization frequently causes the human body to adapt itself to customs detrimental to the efficient functioning of its various organs and parts. This is especially true of the feet. From early childhood through old age, there is a continuous abuse of the feet. First we encase them in shoes which, as a rule, do not conform to the shape and function of the feet; secondly we continually tread on unyielding surfaces and thirdly we toe out, throwing the strain on the overburdened long arch.

Feet are more fundamental than they seem. They are the foundation of the body, and no structure can prosper for long unless it is based upon a foundation which is suitably planned and strongly built. The whole is no stronger than its underpinnings. Feet as the foundation of the structure have a very direct bearing upon the health of the individual. If the feet are weak, painful or improperly used, consequent strain is thrown on the other parts of the body, causing them to work at a disadvantage with resultant poor function or disability.

The foot is composed of twenty-six bones, so grouped as to form two arches, the longitudinal arch with its two divisions, outer and inner, and the transverse arch. There are three natural supports for the foot: one from the heel to the first metatarsal bone, one from the first metatarsal bone to the fifth metatarsal bone, and one from the fifth metatarsal bone to the heel. By the aid of the bones, ligaments and muscles, the structure is adapted to weight bearing, elasticity, support and locomotion. The efficient functioning of the structure depends upon the relation of its various parts, the tone of the muscles and the normal use of the foot.

The function of the foot is two-fold: First, to serve as a passive support of the weight of the body; second, with its lever action to raise the body from the ground and propel it. For the proper performance of these functions, it is constructed to permit elasticity under pressure and strain. The feet are meant for use, and, to give efficient service, it is necessary that they be strong and that they endure. The normal foot is all of this.

Shape of the foot: A normal foot is a rarity and to secure a clear picture of the beauty and mechanics of the foot, it is necessary to look at a baby's foot before it has been distorted by improper shoes. The normal foot presents for inspection a triangular outline, the apex towards the heel and the base the broad part of the toes. In savages and infants, the foot is almost fan
shaped and has considerable prehensile power. With the feet placed together the inner borders should touch each other from the big toes to the inside of the heel.

The position of the foot in standing and walking has an important bearing upon its strength and usefulness. With the feet pronated in standing the weight is not transmitted equally along the weight bearing surfaces. A line dropped from the middle of the patella should strike between the second and third toes. In the pronated foot a line dropped from the middle of the patella strikes along the inside of the first metatarsal bone thus transmitting the weight on the longitudinal arch at a very poor mechanical angle. Gymnastic work requiring the position of the feet to be that of a forty-five degree angle is not conducive to strengthening the arches of the foot. A position with the feet parallel allows the weight to fall on the proper weight bearing surfaces and is not so fatiguing as the forty-five degree angle.

In walking with the feet pointed straight ahead, the weight falls along the whole length of the arch, with the advantage of the leverage of the great toe. With the foot turned out, the weight hits the arch of the foot on a slant and swings the foot out, allowing the forward part of the foot to take but little part in the bearing of the body weight. The muscles of the foot gradually lose their elasticity under continued strain and the burden of support is thrown on the ligaments which allow abnormal expansion of the arches until the bones are drawn out of position and a weak foot results. With the foot in the pronated position, strain is very likely to result and poor body mechanics with an accompanying loss of efficiency is certain.

With the foot straight, surer and more rapid progress can be made.

Weak Feet: This term is preferable to flat feet, because the foot which causes the greatest amount of discomfort is not a flat foot, but one in which structural changes are taking place which will cause a flat foot if not properly cared for. The arch may be normal in appearance. The strength of the foot is not dependent on the height of the arch. Weak feet may be divided into three stages:

1. Those in which the trouble is chiefly in the early stages of muscular weakness.
2. Those in which structural deformity is taking place with pain and a general feeling of discomfort.
3. Those in which bony deformity is present and often of long standing.

The first is sometimes called the weak or flaccid foot, the splay, or the pronated. Almost all of this class show abduction in the passive standing position. The internal malleolus is more prominent than the external malleolus and a poor mechanism often leads to other physical debility. Simple foot exercises, proper shoes and proper walking generally cure this type. The second type is painful and may show inflammation. This inflammation must be relieved by hydrotherapy and massage before exercises can be properly given. The third type may need operative measures, but exercises and manipulation often assist in restoring function. The advice of an orthopedic surgeon is recommended for cases of the third class. In all three types proper muscle habits must be insisted upon and proper shoes worn.

The causes of weak feet: General muscular weakness, improper use of the feet, demands of modern life, the necessity for
walking and standing on unyielding surfaces, overweight, use of the feet for too long a time after being confined to bed (the general muscular system being weakened), acute strain, changes in occupation demanding more hours on the feet (especially in the passive standing position) improper shoes, etc. Many of the above causes are self explanatory.

Muscular weakness is a big factor in causing weak feet. It affects not only the feet, but the rest of the body as well. The result is the entire mechanism out of gear. The feet are generally pronated and the long arch of the foot fails to receive the burden of the body weight at the proper angle for efficient work. In gymnastic work and in athletics a sudden landing of the weight upon the feet (particularly if the feet are not properly warmed up as in landing heavily from a piece of apparatus on to the gymnasium floor or in pole vaulting) will sometimes produce an acute strain of the foot or feet.

All weak feet are mechanically weak, but all weak feet are by no means painful. Pain is a symptom of strain or injury. The cause of the pain should be investigated and proper treatment given. Attention at the onset of a condition will often prevent a progressive deformity.

Shoes: The shoes may not be the foremost cause of weak feet, but they do enter as a cause in the majority of foot difficulties. It is very simple to illustrate the effect of improper causes of foot difficulties if one will take the tracing of the foot with the weight borne on it and then outline the shoe he or she is wearing. The comparison shows the difficulty under

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which the foot must labor in an incorrect shoe.

Shoes may be of the wrong shape, too short or too tight, heels too high for proper weight bearing, broken down heels, etc. Shoes of the wrong shape generally force the foot into an abnormal position causing distortion of the foot and painful pressure. The result is an abnormal walk. Tight shoes restrict the circulation of blood and lymph, preventing the proper function of the muscles of the foot. On the other hand, shoes which are too loose allow the foot to become strained when engaged in heavy work. It is well to consider games such as basketball and football heavy work and prevent strain by bandaging the ankle and arch of the foot. This is only a temporary thing, however, and bandages should not be worn outside of the field of this activity.

Women's shoes generally have heels which are too high for proper weight bearing. The high heel throws the weight on the transverse arch, which becomes the seat of difficulty. High heel shoes fail in the definition of a shoe "That which supports the foot in the normal position when at rest, and allows the normal motion to take place during activity." If a real fit and common sense rather than fashion were the dictator in women's shoes and possibly, also in men's shoes, foot troubles would be materially lessened.

Proper shoes are absolutely necessary in correcting weak feet. Many people think that their shoes are all right and their feet are normal because their heels wear down on the outer borders. The wearing of the heel in this fashion is due to the heel striking the ground with the forward part of the foot abducted and from this position the weight is thrown in an almost straight line from the heaviest part of the worn surface of the heel to the base of the first metatarsal bone, the weight striking the arch at a very poor mechanical angle.

Symptoms: 1. One symptom is common to the mildest and most advanced cases of weak feet, namely the persistence of the passive attitude of abduction, or an approximation of it. 2. A sensation of weakness is one of the earliest symptoms. Fatigue sets in very easily and strain is felt not only in the feet, but in the knees, hips, and back as well. 3. Patient begins to accommodate his habits to his feet. He rides where he usually walked before; he sits rather than stands. He has lost his spring. 4. After momentary exertion, a sharp pain is felt around the point of weakness. 5. Pain under the scaphoid bone from the stretched calcaneo-scaphoid ligament. 6. Patient cannot buy a comfortable pair of shoes.

Examination for weak feet: 1. Note by inspection, the general mechanics of the body as well as the feet. 2. Note the relative position of the internal and external malleoli of each ankle. 3. Have the patient stand with his feet together, toes touching. Note any inward rotation of the legs which will indicate abduction. 4. Examine the shoe for its fitness for the individual and also for any bulging on the inner side of the last where the arch is generally found. 5. With a strip of adhesive supporting a plumb line dropped from the center of the patella, note whether the line falls between the second and third toes. 6. Take an impression of the foot with the weight borne on it. Vaseline is first smeared on the sole of the foot and a tracing made from the impression of the foot on the paper. 7. Note the line of the tendon Achilles. A convexity toward the inside
means foot weakness. 8. Test shortness of the tendon Achilles. The normal foot held at right angle to the tibia can be passively dorsi-flexed almost twenty degrees, while plantar flexion may be as great as sixty degrees. A restriction to approximately full range of movement means poor mechanics of the foot.

Treatment: First remove the cause or causes. Hydrotherapy, massage and exercise may profitably be given in the treatment of weak feet. Hydrotherapy is used for its stimulating effect on the circulation and for the local tone which it gives to the parts treated. Massage is used in painful conditions where swelling and congestion are present. Supports are needed where structural changes are evident, the patient being forced to use his feet continually. It must be emphasized that supports alone are simply palliative measures and do
not constitute a cure. Arch supports to be efficient should be used only as an adjunct to other treatment and should be made with supports for the sides of the heel to prevent abduction of the foot. Supports are for temporary relief of an acute condition and the foot should be treated by exercise, massage and hydrotherapy to build up the arch gradually and restore normal function of the part. In severe cases, the support is used to prevent further deformity. The principle to keep in mind is that as the foot is being built up again the use of the support shall be less and less each day until it is finally discarded.

Thomas Heel: For all cases where the weight is borne on the inner surface of the foot and pronation is evident, a Thomas heel is advised. This consists of a lift on the inner surface of the heel (one-fourth to one-eighth of an inch at the inner border graduated to zero at a line bisecting the heel from the center of the back to the center of the front of the heel). Normal function of the muscles is thus assisted.

Exercises: Individual cases differ, but the following exercises are suggested as a working basis for treatment.

1. Passive movements of the foot by an operator. Maximum movements are made in the various normal planes of the foot.

2. Same done by the patient (active exercises) sitting.

3. Teach the correct walk. Heel striking the ground first at the end of the forward swing of the leg. At the same time the weight of the body is carried along the outer border of the rear foot, transferred across the forward part of the base of the great toe and propelled forward by the normal action of this part.

4. Standing with the feet four inches apart and parallel, roll to the outer borders of the feet, at the same time grasp with the toes (plantar flexion).

5. Walking along a straight line on the outer borders of the feet, the toes turned slightly inward.

6. Standing on the edge of a large book, balls of the feet at the edge of the book, grasp downward with the toes. This is a key exercise for transverse arch conditions.

7. Sitting with the feet crossed. A marble is placed on the floor about four inches to the left side of the small toe of the left foot. The right foot, by a grasping movement of the toes, picks up the marble and places it in the left hand, which is resting on the left knee. Alternate feet are used in this movement.

8. Lying on the floor, thighs flexed on abdomen. Make a cup with the arches of the feet. Operator tosses a tennis ball and patient tries to catch it and toss it back. Catching with the arches of the feet causes vigorous action of the long and short arch.

9. Standing: Lift the right foot clear of the floor and rotate it inward and downward, pointing the toes of the right foot toward the toes of the left. The foot which remains on the ground is kept straight toward the front throughout. Alternate right and left.

10. Slow walk fifty feet with both heels held one inch from the ground and feet turned in at each step.

Metatarsalgia or transverse arch condition: The discussion of this difficulty has been left until now so that it might better be remembered as a real foot weakness. The anterior or transverse arch is a slight concavity from the first metatarsal head to the fifth metatarsal head. In the flattening of this arch the heads of all the metatarsal bones come
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in contact with the ground at each step. It is due to this pounding and loss of elasticity that callouses (often painful) are formed.

Treatment is given by exercises of the toe grasping type and avoidance of rising on the toes. Shoes which give support across the entire metatarsus, without binding the toe action, are necessary. For temporary support in acute conditions an adhesive strap two inches wide is used to compress the forefoot as a tight glove compresses the hand. A small piece of bevelled felt is inserted under the adhesive where the normal arch should be found.

Summary: The disability and deformity of the weak or so-called flat foot are caused by the disproportion between the strength of the individual’s foot and the strain to which it is subjected, and to the poor mechanical use and position to which it is subjected. The foot may be weakened by injury or disease, overburdened by superfluous body weight, overstrained by heavy or unaccustomed work, injured by improper shoes, or it may simply be an indication of general body weakness.

Weak feet and body mechanics demand intensive treatment, not alone in children, but in adults as well. Pain, the symptom of overstrain or injury, bears no definite relation to the degree of the deformity. The height of the arch bears no relation to the strength of the foot.

In treating weak feet the first object is to change the weak structure to conform to normal or to an approximation of normal. For best results in these cases, as well as in all orthopedic cases, it is well to keep in mind the mechanics of the part treated. Without a mechanical viewpoint errors in treatment are bound to result. The normal foot is strong, and
proper functioning of the muscles and ligaments, with perfect alignment of the bones, will bring back the vigor and elasticity which is significant of a normal foot functioning as nature intended it to function.

Q. A team has the ball near the side line and calls for an end run. The runner carries the ball the width of the field and makes no gain. While he is running with the ball a member of his team fouls the defensive team twenty yards down the field. The penalty would be a loss of fifteen yards from the point of the foul, but this would give the offending side a five yard gain. Should the referee impose the penalty?

A. Yes, unless the offended side refused the penalty.
The position of athletic coach is one of peculiar interest because of its variety of duties. Not only must the coach be skillful in working with human material so that the best for the individual and the best for the organization can be developed, but he must be, in addition, an excellent business manager if his department is to attain a truly high standard of efficiency and service. Sometimes, because the human interest side is so vastly absorbing, business details are overlooked or postponed until the whole machinery of a department gets creakingly out of gear. Just because there is this temptation to push aside the business end of an athletic department, there is the greater reason for a comprehensive yet simple plan of business operation. Each student and each type of athletics will be the better served if the money at the coach's disposal is wisely administered.

Planned spending is budget spending and means that all angles and needs have been considered before any money was spent. Perhaps the word "budget" is rather too high sounding. Perhaps it seems remote from the needs of an athletic department. On the contrary, a budget is the simplest kind of spending and is readily adapted to any sort of use. It surely is easier to spend by a budget planned thoughtfully beforehand and save the regrets that often follow in the wake of unplanned-for spending.

To make a budget for an athletic department, one must be familiar not only with the aims for the future, but also with the spending of the past. With pencil and paper and records of past expenditures one carefully casts up an estimate of probable expenses for the coming year or term. But do not for a moment think that an estimate of expense is a budget—it is merely the skeleton on which the well-rounded budget is built. Any bookkeeper can cast up an estimate of expense based on the records of past years, but it takes the coach, the thoughtful coach, who knows exactly what he intends to do, to make out a real budget which will be worth following.

With the estimate of expenses before him the coach will thoughtfully balance all his various needs. For instance, is he spending so much for salaries that sufficient new equipment cannot be bought? Is he economizing so rigidly on supplies that next year everything will be worn out and his apparent economies of this year will prove to have been extravagances? Has he set down just the right amount for repairs, for care of present material and for insurance? How about the proportionate amount
of money he is planning to spend for publicity? Under this item will come decorations, band, traveling expenses, printing and similar costs. Does the amount he plans to spend for publicity bear a proper ratio to the amount he spends for instruction (that is, for instructors and assistants)?

It appears that every angle of athletics brings up its very valuable bit of moral training. Even in such a detail as the amount of money to be spent for supplies we find a chance to do educational service. It seems a very difficult thing for our young people to learn conservation, and it is particularly difficult for them to learn conservation of other people's things. Therefore the coach who keeps careful watch on his budget for repairs and for new supplies will encourage his students toward a wholesome conservation of the supplies at hand, and will thereby do a valuable bit of ethical training. Anybody can have a fine-looking gym and plenty of equipment if there is unlimited cash at his disposal, but it takes a real personality, combined with splendid co-operation of assistants and student body to have a well-kept gym and orderly, carefully conserved supplies on limited funds.

All these points and many others the thoughtful coach weighs in his mind as his pencil trims the estimate of expenses to make the final budget. But his budget, once made, is worth following. He has had a bird's-eye view of his whole department and he can pretty largely dismiss finances from his mind and trust to following the plan he so carefully worked out. Time spent in making a budget is time well spent. It is vastly better to think and plan beforehand than to be burdened with regrets behindhand.
COACHING BASKETBALL

BY

W. D. FLETCHER

Mr. Fletcher is an instructor in corrective gymnastics in the Kansas City Schools. He attended Wheaton College for three years and graduated from the Battle Creek School of Physical Education. For seven years he served as Supervisor of Physical Training and Athletic Coach in the Salem-Oregon, Rawlins-Wyoming and Boise-Idaho Schools.—Editor's Note.

ATHLETIC coaches, particularly those conducting basketball, are ever on the alert for something "new" in the way of methods. Any open-minded coach is willing to attempt to weave into his system a feature that is sound from a basketball and common-sense viewpoint. Still there are three outstanding considerations to bear in mind when reference is made to basketball coaching:

1. Every coach must have a definite system.
2. He must "stay with" this system.
3. He alone can work out the system which gives him the best results.

Basketball is a game played according to certain rules and regulations and therefore uniform as far as superficial play is concerned. Yet there are in vogue many different systems and the question always has and will arise, "which is the best type of game to employ?" While many coaches literally run from pillar to post and post to pillar seeking the ideas of others, trying them and usually finally discarding them, the third point mentioned above is paramount—each coach must work out and decide upon the system which is "best" for him. In other words, the adage that "what is one's food is another's poison" is true in basketball; the system that works for one proves an utter failure when another coach attempts to use it.

The purpose of this article, therefore, to discuss the principles of basketball offense and defense and to mention the types most commonly used. Some of the strong and weak points in each will be pointed out, but the main essential here is to set before the basketball coach the principles involved. There is no "best" system as such—however, any one may prove effective for some and a failure for others. Each individual must decide this for himself.

First, however, let us consider points one and two above. A coach should have a "system" and a definite one too. Today there is too much "helter-skelter, hit and miss" basketball played and too few definite systems in use. Particularly is this true with some teams that appear in some games, especially at the beginning of the games, to have a system. Suddenly, because their opponents exhibit more strength than anticipated, they forget all about their system. Their play then resolves itself into a proposition of more or less individuality and in a vast majority of cases these teams usually meet defeat.

The fault may be twofold: Either the coach has not instilled his system into his men at the point where it has become a habit and when hard pressed they forget it—or the system just will not "stand the gaff." Here it is timely to state that no system will win at all times. However, a team playing according to a well-planned and practiced sys-
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tem throughout the forty minutes of play will seldom be overwhelmed. This cannot be said of the team that plays a hit and miss game. Here it is a case of a great victory one night and a terrible drubbing the next.

A definite system is an essential so that every player knows at all times just what the others are and should be doing. The whole matter can be compared with industry and business. The difference between an expert mechanic and a mediocre one—a true artist and a fair one—a successful business man or institution and an ordinary one is this: those mentioned first in each instance do their work according to a prearranged, efficient plan, while the latter attack the matter with little forethought and attempt to accomplish results as the necessity arises. So it is with a good, a mediocre, or a poor basketball team also.

Further, it is essential that the coach, having decided upon his system, sees it through to a successful conclusion. Of course, the material at hand will have a bearing upon his selection. Still, many coaches start a system and upon discovering that one or two "stars" do not fit into the combination allow the team merely to "play" and regulate their system on the floor. This is wrong. Once a plan is selected, and one or two men, even though former all-star performers, cannot or will not (and in a majority of cases the latter is the underlying cause) fit into it, other men should replace these players. It is far better to have five mediocre men playing a system than a team of three or four mediocre players with one or two individual stars and no distinct system. Sooner or later these stars will "blow up" and then defeat is in store. Five mediocre men playing a system will at least always play consistently and be a real credit to a coach. These facts should never be overlooked.

Offense — Principles and Methods of Operating

Offense means scoring points and the successful offensive team is the one that obtains the most shots and converts the greater percentage of these shots into baskets. However, any player has a better opportunity of converting the majority of his shots into baskets when close to the loop than when out some distance. Consequently the first object of every team is to get the ball as near the basket as possible before shooting. For this reason advancing the ball is the greatest single factor in offense. There are in the main three types of offense:

1. The dribbling game.
2. Long-pass game.
3. Short-pass game.

The Dribbling Game

The principle of this type of basketball is that any man, upon gaining possession of the ball, should start a dribble. As the team thus launches its offense, the dribbler is followed by a trailer, who takes the ball when the dribbler is prevented from advancing further. A series of dribbles and passes, both to trailer or other team mates advance the ball until such a time when a shot is prudent and necessary.

The objections to this game are obvious. It is difficult to find five or even three or four men on any one team who are adept at the dribble, and failure to dribble consistently spells ruination to this type of offense. When dribbles are intermingled with another system, however, they prove very effective, particularly short dribbles, which can be mastered by any player.

The Long-Pass Game

Advocates of this type of basketball advance the theory that the first essential to a successful offense is getting the ball out of the defensive territory as quickly as possible. Consequently, a "sleeper" is used who plays in the vicinity of the
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The time spent on perfecting this game could be spent on the practice of fundamentals, more serviceable to a player in a game.

Advocates of the long-pass game believe that the more lengthly passes "save" the players and the men are fresher during the final minutes of a game than a team using another system.

(To be continued)

Football Strategy
(Continued from page 10)

every other play. By using this method of attack team "B" carried the ball to team "A's" twenty yard line. By this time "B's" tackle was tired and "A" took the ball on downs and immediately kicked well down the field. Team "B" followed the same plan of attack again and again but never succeeded in carrying the ball over, due to the fact that the tackle was always tired out by the time he had gotten the ball within striking distance. Had the quarterback on team "B" saved his scoring play until the ball was near the opponent's goal, it is probable that he could have scored, as it was he lost.
Team Play and Cooperation Between Men on Defense
(Continued from page 9)

Teaming it together may be worked by the guards and tackles on close formations or line bucks that gain ground. If the linemen will help one another and work together, they will find that they can stop a line play that has been gaining. It is a good plan for the defensive team to call the plays of the offense, whether they guess them right or not. It gives the defense confidence and makes the offense feel that, at least, they are up against a live defense which may keep the quarterback guessing.

This cooperation may be used to good advantage among the backfield men for defense against forward passes. The quarterback being in the best position to detect a man running wide or crossing over, since he has the whole field in view, should call to his backs. The fact that the quarterback calls once or twice in a game is no reason why the men should not hear him if they are used to being called to in a game. If they do not hear him, there is no use to call, but if he calls, in practice, they will hear him in a game. He should call attention to a man crossing over or should call when he is covering a man far down the field so that no two of his own men will cover one eligible man and leave another free. In the case of a man crossing over for a pass, it is possibly well for the fullback to signal to the halfback, though either man can do it very well.

This method of drilling cooperation into the men on defense is not hard, if the coach begins at the start of the season and keeps at it. The coach should see that, in scrimmage, the men work together on each play and that they make themselves heard.

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Mr. Stewart is Soccer Coach at the University of Pennsylvania and Secretary of the National Collegiate Athletic Association Committee on Soccer Football. This is the last of a series of articles which appeared first in the March Journal.—Editor's Note.

THE act of heading the ball is an extremely useful accomplishment for every man on a soccer team. The goalkeeper can sometimes use it, but he had better not do so unless he is a wonder at it, and if he is a wonder at that he is probably enough of a wonder to play in some other part of the field.

The fullbacks have much and frequent use for it, almost as much as for their feet. The halfbacks have very much use for it, together with all the fine touches of deflection and propulsion in their feeding tactics. The forwards have quite as much use for it as the halves. Its advantage in advancing the ball is marked.

Curiously enough, the best-developed headers I know are the teams from St. Louis and thereabouts. Good heading in the forward line has all the advantages of short passing, with the additional advantage that the opposing halves and backs are not so likely to connect with the ball. It is useful to the shooting forwards in intercepting high passes and converting them into shots. It is useful to the wing forwards in receiving high passes which would otherwise go into touch, and instead of allowing the pass to be wasted it is collected and either swung in to an uncovered mate or to a vacant spot where no opponent can get it before the player does.

A center forward can make almost as much use of the heading pass as the center half can in feeding. Particularly can the center forward use it in his efforts to beat the center half, who is doing his utmost to stop him from receiving the ball on a goal kick or an equivalent kick. This tussle always happens when two good teams are playing.

The one who can use his head best is the one who usually wins, particularly in aerial work.

A fullback who can head well and kick, tackle and block quite as well is hard to beat, and only very skillful forwards can penetrate such a defense. In the halfback line it comes in handy in intercepting a pass sent just over the heads of his opponents by a careful player, and has the advantage that it will cause an opponent to play the ball high in the air just when he doesn't want to.

It is just as bad to head high as it is to kick high, particularly on a windy day. It is usually of no benefit to the side, and not infrequently of real benefit to the opponents. Heading high is about the same thing as kicking with the toe—there is no control. Heading is quite as clearly defined in the way it should be done as kicking is.

To head the ball correctly is a very simple and harmless thing. The ball should be allowed to come in contact with the top of the forehead. The neck is not
held easy so that when the ball does come in contact, the head gives slightly and then goes through the motion required to deflect or propel the ball. In order to have the ball come in contact with the head at the desired spot it is necessary to keep the eyes on the ball right up to the moment of impact.

The player who fears the ball will hurt him invariably closes his eyes just before the ball reaches his head, with the result that the ball is not received on the right spot and is misdirected. When a player receives the ball on the top of his head it either bounces high in the air or is merely deflected.

It is possible to gauge the direction of the ball in heading with great nicety by elevating or lowering the head in relation to the center of the ball. The ball is thus kept down or allowed to travel in its normal way. The higher the head is brought up, the lower the ball. Good players even can trap the ball with the head.

In first endeavoring to acquire the art of heading, it is better that a comparatively soft ball should be used. It is more difficult to control a soft ball than a hard one, but the fact that it is soft gives the beginner more confidence, or possibly less fear.
that it will hurt him. Two or more men can practice it, endeavoring to put the ball to each other at a height and with force sufficient to enable it to travel the required distance. Having acquired the knack of heading the ball a short distance, an effort should be made to increase the distance until it can be done with accuracy for a distance of twelve or fifteen feet. Heading practice should not, in the early stages, continue for more than a half hour, as headache is apt to result if continued for a longer period.

In side heading the part of the side of the head to be brought in contact is on a line with the front part of the head and not beyond a line extending vertically from the front of the ears.

Lateral heading is used more for the purpose of deflecting the course of the ball, while frontal heading is used not only for deflection, but for the propulsion in a given direction.

If the beginner will bear in mind how his hand yields temporarily in receiving a baseball he will get the idea of how his head must yield when receiving the impact of the leather ball.

One thing which must always be borne in mind by the header is, that when standing back of an opponent to head a ball intended for him, he is not allowed to put his hands on the opponent for the purpose of jumping up to receive the ball. Another thing which must be borne in mind is that a man jumping off the ground to head a ball cannot be charged while his feet are clear of the ground, and that if an effort is to be made to stop an opponent putting himself in position to head the ball, the player is limited in his efforts in bustling the opponent.

The Forward Pass
(Continued from page 7)

In regard to the throwing end of the pass, no pass is going to be successful long unless the play is carefully covered up so that the intent is concealed until the moment of execution. The defense must be given no hint as to the nature of the play. The several methods by which the offensive team can cover up are as follows: one man may fake a line buck and then shoot the ball back to another back, who forward passes; the passer may fake a run and then pass; the passer may fake a kick and then pass; the passer may fake a pass, then run a short distance as if panicky, and then pass; the passer may crouch down low so as to be hid behind interference; one man may take an end run and then pass the ball back to another man, who passes. No matter which of these methods is used, perfection of execution is the thing which makes the play go.

The receiver of the pass should run, relaxed from the waist up, and should catch the ball in his hands, like a baseball. The fingers of the hand should be spread wide, but not tensed. All the muscles of the hands and arms should be relaxed and they should give when the ball is caught. The receiver must run fast and, when turning to look for the ball, should turn his head from the neck only. It is not necessary to turn at the waist. The defensive back can sometimes be fooled by the receiver cleverly using his eyes to deceive.

The passer must learn to throw a "light" ball, which is done by always throwing the ball over the shoulder, with the forward point up. The ball should not be spun and the passer must learn to follow through. In getting the ball and faking an end run,
the passer must learn to adjust the ball in his hands, without looking at it. He must carry it in such a way that the ball can be thrown quickly. Most passers have a tendency to hold on to the ball too long. The passer must be a man who does not get panicky under pressure, but instead is cool, collected and decisive.

The forward pass as an offensive weapon is of itself not worth much. Mixed in with a versatile offensive, which includes strong thrust plays, powerful sweeps and a deep kicker, it may become an overwhelming factor.

Q. On a try for point after a touchdown the rules provide that if the team scoring the touchdown elects to rush or pass the ball, and "A fumble occurs and the ball is legally recovered by the team making the "try" play shall continue until the Referee declares the ball dead, as elsewhere provided in the Rules." The question raised is whether this also applies in the case of a drop-kick or place kick after a touchdown.

A. In case of a kick in a try for a point "if the kick does not score a goal the Referee shall declare the ball dead."

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The Athletic Officials Association
(Continued from page 13)
is the penalty for a forward pass that is not made from a point five yards back? What is the penalty for more than one forward pass in a scrimmage? What is the penalty for a forward pass striking in the field of play?

35. Show how you would rule a forward pass in the end zone.

36. What men are eligible to receive a forward pass?

37. State the penalty for an ineligible man touching a forward pass. Inside the ten-yard line, what is the penalty?

38. What is the penalty for a forward pass out of bounds? What is the penalty for a forward pass that is incomplete in the end zone?

39. When is a player put offside?

40. What is the penalty if an offside player is touched by the ball?

41. When is the continuity of downs broken and the ball not considered as having been constantly in possession of a team?

42. How far must the ball be kicked on the kick-off or on a kick after a fair catch?

43. What is the penalty for kicking a loose ball? What is the penalty for striking, kicking or kneeing an opponent? What is the penalty for running into the kicker? What is the penalty for roughing the kicker? What is the penalty for the flagrant roughing of the kicker?

44. What is the penalty for unnecessary roughness, tripping and tackling out of bounds?

45. What is the penalty for running into or roughing a player obviously out of play or a forward passer? Define clipping and state the penalty.
46. How may the ground rules be altered and when?

47. Under what conditions may a player be suspended from a game? Under what conditions may a player be disqualified?

Following are some questions in the interpretation of the Official Football Rules of 1923:

"Approved Ruling" No. 9, Rule 7, Section 2:—Team A kicks off over the goal line. Team B fumbles the ball in the end zone and in the effort to pick it up causes it to go out of bounds behind the goal line. The ball is recovered by Team A. The referee rules: Touchdown. Instead of Team A recovering the ball across the side line extended, it may be supposed that the ball is recovered by Team B. What is it, a touchdown or safety? This case was specifically covered under last year’s ruling, which was—"if a kick-off goes over the goal line, is fumbled, and then goes out of bounds, it shall be ruled as a free ball, i.e., a touchdown if recovered by the kicking side; a touchback if recovered by the defending side, subject, however, to approved ground rules." The rule of this year leaves out the words "is fumbled." The question, then arises as to whether the omission of those two words changes the penalty from a touchback to a safety.

"Approved Ruling" No. 6, Rule 6, Section 16 (b):—"Team A kicks the ball from behind its goal line and it strikes a player of the same side who is on his own two yard line. The ball rebounds behind his goal line and is recovered by a player of Team A. The umpire rules: Player of Team A, struck by ball, offside. The captain of Team B has the option of accepting the ball on the spot where it hit the off-side player or of declining the penalty and taking a safety. If the player of Team A, who is struck by the ball is behind his own goal line and the ball is recovered by Team A behind his own goal line, it is a safety. If recovered by Team B, a touchdown."

This case is perfectly obvious, but it may be supposed that the ball, after having struck the player on Team A, who was off-side on the two-yard line, bounded back into the stand, or among the spectators, thus making it impossible for Team B to recover it.

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for a touchdown. Under the Approved Ground Rules I. B., “A blocked kick, which after being blocked, crosses the kicker’s goal line and goes into the stand or among the spectators shall count as a safety.”

This case brings up the question as to whether the play just mentioned comes under the heading of a blocked kick. If it is not a blocked kick, then no safety will result automatically, because the ball was not declared dead in possession of a player behind his own goal line. The approved ground rules apply only to a blocked kick, and if such is the case only one decision could be given, namely, that Team B would get the ball on the two-yard line and no safety could be given under the definition of a safety. “A safety is made from a kick which bounds back from an opponent or from one of the kicker’s own side, who, when struck, is behind his goal line.”

From an animated discussion of the proper ruling on a “Clipping” play which occurred in 1922, between two teams of the Western Conference, it will appear quite clear that the ruling should be more explicit on the following point in order that officials may not be placed in the embarrassing position of really being rule makers. Team A kicks. The ball is caught by Team B. A player of team B is downed twenty yards from the point of the kick. Team B clips at a point five yards behind the place where the ball is dead. According to this year’s ruling, Rule 21, Section 5C, imposes a loss of fifteen yards either from the spot where the ball was put in play or from the spot of the foul at the option of the offended side. If the penalty is inflicted from the spot of the foul, this would result in the ball being left in possession of Team B, at a point forty yards from the spot where the ball was put in play.

Under the ruling of last year some officials would not have inflicted the penalty. Team B would have had the ball at a point twenty yards from the spot where the ball was put in play; however, other officials would have ruled that Team A should have been entitled to a fifteen-yard penalty from the spot where the ball was put in play and the ball given to Team A. If an official ruled it as Team B’s ball under the rule of last year, Team A would have had to decline the penalty in order to protect itself from a five-yard loss, due to the ball being brought forward. It is not apparent in Rule 21, Section 5C of this year whether the penalty of the loss of fifteen yards would be inflicted from the spot of the foul where the ball was put in play or from the spot of the foul. Some officials contend that if the penalty just referred to was inflicted from the spot where the ball was put in play, Team A would receive a penalty of fifteen yards and a first down, and if inflicted from the spot where the foul occurred, that Team B would retain the ball at a point forty yards from the place to which it was originally kicked.

This situation brings out the following question—If clipping occurs after the ball has passed into the actual control and possession of the offending team, in case the penalty is inflicted from the point where the ball was put in play, does the ball revert into the possession of the offended team? If a foul is committed by the side which did not put the ball in play, the scrimmage after a distance penalty shall be counted as first down with 10 yards to gain, Rule 23, Section 4.
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After having determined the Objectives of Physical Education, the next thing to be considered is the organization of the department and the activities by means of which the objectives may be obtained.

The Department of Physical Education should be considered a definite part of the complete educational plan and the Director should be engaged by the President, Superintendent or Board, whoever employs other departmental heads. It is of prime importance that the Director be responsible to the executive authority who co-ordinates the different departmental activities and who in turn is charged with the responsibility of developing his school or college according to the best traditions of education. It is a serious mistake for an executive to permit the head of a Department of Physical Education to be engaged by a committee of business men, alumni or faculty.

As regards the inter-scholastic or inter-collegiate athletics an athletic council should be created for the purpose of assisting the Director in the administration of his department. This council should be composed of faculty, students and alumni with the faculty representation in the majority. The work of the council will largely be carried on by the schedule, eligibility, and special committees. The entire membership of the council should pass on matters of policy, award letters, select managers and in general serve in an advisory capacity.

Student managers selected by the athletic council largely upon recommendation of the coaches have a very important place in an athletic organization. The schedules should be made by the Director and approved by the council and never left to the student manager. The student manager, however, can be of great service in assisting the coach in many ways during the week and especially on trips and at the games on the home field. At most institutions he is awarded a manager's emblem and sweater in recognition for his services.

The organization chart which appears in this article is for the average high school or college. The activities naturally come under three heads—Required Work, Intramural Athletics and Inter-Scholastic or Inter-Collegiate Athletics. While some may hold that all physical work should be voluntary, the writer is convinced that a certain schedule should be prescribed if the greatest good is to be accomplished. An ideal plan is one which provides for four years of required work in the school or college. Under required work the following activities should be carried on wherever accommodations are suitable:

1. Corrective gymnastics for defectives. This work is extremely important and should be supervised by a trained Orthopedist.

2. Calisthenics. It is a mistake to devote the entire class period to calisthenics, but nevertheless they are essential for all students.

3. Gymnastics. These should follow the preliminary work in
calisthenics. Every boy should have some opportunity to climb and to handle himself on the apparatus.

4. Group Games. It is often well to follow the setting up work with a group game or two.

5. Swimming. Wherever there is a pool every student should be taught to swim.

6. Physical Efficiency Tests. It is well to give a test to all of the students enrolled in required work early in the fall and then again at the end of the year. This is important for the purpose of indicating to what extent the students have gained in functional ability.

The Intramural Athletics should be voluntary. However, the Director should be alert in making the contests attractive, in creating enthusiasm for the games and in perfecting an organization for looking after them. In the larger schools an Intramural Manager does a great deal of the work incident to the promotion of Intramural Athletics. The sports of basketball, baseball, cross-country running, track, soccer, boxing, wrestling, swimming, playground ball, tennis and golf are excellent for intramural purposes. Football is not recommended as an intramural sport unless it is possible to insist that the men have good equipment and that they have organized and expert training extending over a reasonable length of time.

President of University
or
Superintendent of High School

Director of Physical Education

<table>
<thead>
<tr>
<th>Required Work</th>
<th>Intra-mural</th>
<th>Inter-collegiate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Corrective gymnastics</td>
<td>1. Football</td>
<td>1. Football</td>
</tr>
<tr>
<td>5. Group games</td>
<td>5. Track</td>
<td>5. Swimming</td>
</tr>
</tbody>
</table>
Whether the intramural athletics be organized with the class, fraternity, boarding house or hall as the unit depends upon local conditions. The main thing is to develop an organization that will interest the largest possible number of students.

In the smaller schools the Director will coach one or more teams. In fact, it is often desirable for the Director to coach a team or at least to have had coaching experience. In the Western Conference every one of the ten Directors either is now coaching a varsity team or has been a successful coach. The argument that an athletic coach will not be in sympathy with educational ideals, will devote all of his energy to the development of varsity teams and will not have the right athletic ideals is disproven in the case of the men just referred to as they all work in the closest harmony with their Presidents and faculties, they have used the profits from their athletic games in developing intramural athletics and they have taken an advanced stand for the best kind of amateur athletics.

Superintendents and Presidents sometimes feel that the Director should have an M. D. degree. While this is desirable it is not necessary. A medical advisor should be on every Physical Education staff. He should give every man who is enrolled for the required work and for intercollegiate athletics a thorough examination at least once each year and it is desirable for him also to examine the men in intramural athletics as well.

The highly organized athletics that are usually found on the inter-school or inter-college program are football, basketball, baseball, crosscountry running, track and field, swimming and wrestling. The man who teaches required swimming will probably also coach the swimming team. The basketball coach may be responsible for the intramural basketball program as the varsity coaches of the other sports may administer the intramural activities that pertain to their respective sports. This is the plan that is followed very successfully at the University of Wisconsin.

Every Director will find it helpful to chart the organization of his department. It will help him to visualize the plan, which he has developed for the administration of his work and besides it will suggest new ideas.

The Breast Stroke

(Continued from page 18)

while lying face downward on a chair.

Breathing

At the count of one he should inhale through his mouth. At the count of two he should spit the imaginary water from the mouth and at the count of three should finish by exhaling through his nose. In the Water

Water wings are highly recommended and are a wonderful help in overcoming the fear of the water. Furthermore they will assist in getting the coordination of the movements.

First Lesson

In the first lesson, only the arm movements should be practiced and no attention should be given to the legs. It is better to get one movement first.

The swimmer should start with his body lying on the water with his arms and legs extended and both together for the starting position. He should repeat the movements as on the land.

Second Lesson

He should support himself on the water by hanging on the side of the tank and allow his legs to come close to the surface of the water. He should keep his legs extended and close together. At
the count of two, he should draw his legs up with the heels together and knees turned up and outward. At the count of three, he should spread his legs sideward, straighten them and snap them together forming a wedge against the water.

Third Lesson

All three movements should be combined. Arms and legs should be extended as in the starting position. At the count of one, the arms should be brought back as explained before with the legs held together and extended. At two, the arm and leg movements should be executed at the same time. At the count of three, the thrusting of the arms forward should be delayed until the leg movement is started, and then the legs should be swung sideward in a circular movement to push the swimmer. At the same time he should thrust his arms forward and ride out his stroke while coming back to his starting position. He should not use his stroke to swim again too soon but wait until the momentum of the leg drive is well spent.

The greatest power comes from the leg stroke. Since this is true when the leg stroke is started, the swimmer should pull his knees well up under his body and when the side kick is made, should thrust the legs well out to the side and not straight back.

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JOHN L. GRIFFITH, Editor

VOLUME IV NOVEMBER, 1923 NUMBER 3

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FOOTBALL ATTACK

by

JOHN L. GRIFFITH

The following plays with one exception have been used in games this fall. They are presented so that students of football may know the different methods of attack the coaches are using. These plays have been chosen because they are a little out of the ordinary. The leading coaches start their plays from similar formations for the most part; the difference lies in the way the plays are executed. Some coaches place the chief emphasis on power in planning their attack, others stress deception and others speed. In the football of this year it is apparent that more importance is being attached to deception and fast thinking than formerly.

The forward pass has not yet reached its maximum development, but some teams are this year proving that the pass is just as essential an "arm of the service" as the buck, run or kick. However, it is being used by a great many coaches as a play of desperation. That is, when apparently defeated the quarter back orders a volley of forward passes and it is surprising to note how many games have been won in the closing minutes of play by the forward pass, even though the defense was set for the play.

AN OHIO STATE PASS

This play is worked from a punt formation. When back No. 1, the right end and the left end reach the receiving zone, it will be noted that the three are in a line. If the ball is thrown to one of the two men who are furthest down the field the other is in a position to stop the defensive man in case the ball is intercepted. If back No. 3 delays the defensive right half may be drawn over to cover the offensive left end.
The ball is snapped back to No. 2, who runs to the left and passes to 3. Two then goes on and blocks the defensive end or tackle. Three after taking the ball from 2 passes it back to 1 who has circled around back of 2. One continues as though for a wide end run and as he is about to be tackled makes a basketball pass back to 4, who follows the interference made by the other backs for a wide end run or a cut back.

PLAY USED BY NEBRASKA AGAINST KANSAS

The left end and the right tackle block the defensive full back. The right end blocks the tackle. The left tackle who has shifted over together with the right guard block the opposing center. The center and the left guard block the defensive guard. Four blocks the left guard with 2, who fakes to take the ball from the quarter back. Three delays and then bucks over the offensive center or makes the play on the weak side. The quarter after passing the ball protects by blocking the defensive right tackle.
A COLGATE SCREEN PASS

The ball is snapped back to the rear back. The two ends go straight down the field into the defensive halfbacks' territory. The five center men permit the defensive guards and center to sift through and move forward to their new position shown by broken line circles. The two halfbacks delay a little back of the line of scrimmage, and then run in behind this new established line and receive a short lob pass. The five middle men who have moved forward in this new defensive line now become effective interferers. This is used as a strong running or bucking formation.

PUNT FROM A FAIR CATCH

After a fair catch the team making the catch may punt, place kick or scrimmage. If the captain announces that he will kick the defense will line up somewhere back of a ten yard restraining line. 1, 2, 3, 4 and 5 should be the fast men. Let the quarter hold the ball at the spot marked "X" as though for a place kick. The full back steps up, takes the ball from the quarter and punts it high and to the side. The men on the right side of the kicker are on-side and are eligible to get the ball. The quarter must be behind the kicker when the ball is kicked.
PLAY USED BY MAINE AGAINST VERMONT IN 1922

The quarter back 1 takes the ball from center and runs back and to the right and makes a lateral pass to the left end, who is a very long passer. Four, the fastest man in the back field hurls well down the field. Three blocks and then cuts outside. Two runs interference and then runs over back of the defensive line of scrimmage. The right end goes well down the field for a pass. The line blocks. The passer is about twenty yards behind the line and his pass to 4 is for about fifty yards.

A CUT BACK PLAY

This play will work especially well against a six man line of defense, but it will also be efficacious against a seven man line. The success depends absolutely upon a back at left half who can change direction quickly and who can put his head down and drive hard for a hole. The line men block as indicated. No. 4 takes the defensive end and 3 tries to block the secondary defensive man back of tackle. The man with the ball should get the ball on a quick toss from quarter.
PICTURE STUDIES

The following pictures are presented as an aid in the study of football form and technique. Due to the modern camera a great deal of the mystery that once surrounded certain styles of play is removed.

THE INSIDE ROLL

This shows Robertson, Dartmouth Captain in 1921, using the side-step, inside roll and stiff arm in breaking away from a tackler. Robertson was a big man who could kick, pass and run. In running with the ball he had plenty of drive and yet he changed pace, used the stiff arm, side stepped and pivoted as occasion demanded. Beginners very often attempt to learn to dodge and side-step before they learn how to run with power and dash. While both elusiveness and power are of value and most good runners have both qualities, drive is essential.

AN END RUN

This shows approved form in carrying the ball. Note that the man with the ball has his free arm ready to use in stiff arming any opponent who may elude the interference, and further, that he is relaxed. The runner is in position to attempt to run around the end or to cut back inside of end or tackle. The cut back is one of the best plays in football.
In the multiple kick as developed by George Foster Sanford of Rutgers, the center snaps the ball to the quarter-back, who then adjusts it between the poised finger tips of two men lying prone and facing each other. The kicker takes two steps forward and kicks the ball thus held by the two men on the ground. This method of executing place kicks was first used by Rutgers in 1916. It has not been adopted by very many coaches since that time.

HOW THE LINE OPENS

This photo shows Capt. Conroy of the Navy plunging through the Army line with the ball in the Army-Navy game of last year. Note the method of blocking used by the different men. The man with the ball has his head down and is picking his opening by watching the open spaces on the ground. Inexperienced men in picking a hole in the line always watch their opponents' faces instead of their feet.
In making a tackle from the side, for instance from the runner's left side as in the illustration, should the tackler hit the runner with his right or his left shoulder? This question has been debated a good many times. Those who would have the tackle made with the head behind the runner argue that thus there is less danger that the man on defense will be injured. The writer favors the form which brings the head in front of the runner as shown in the photo.

A 1922 CENTER COLLEGE SHIFT

This picture was taken in the Center-Harvard game of 1922. The line shifts to the left leaving the left end to act as snapper back. The back field shifts with the line. Note that the line men on defense shift to the side. The man over the ball is set to pass the ball back between his legs or to one side. The latter is permitted if the ball is snapped with one quick and continuous motion.
HINTS FOR NOVICE REFEREES

BY

C. C. STROUD

Mr. Stroud was graduated from Tufts with an A. B. degree in 1898. He was Medical and Physical Director of Tufts' Gymnasium 1898 to 1905 and held the same position and coached at the University of Rochester 1905 to 1910. He was Athletic Director and Coach at Mercer University 1910-13 and held the same position at Louisiana State University 1917 to 1920. He was in French "Y" work at the front in 1918. He is now a member of the popular firm of Bocock & Stroud at Winston-Salem, North Carolina and finds time to officiate every Saturday. — EDITOR’S NOTE.

The writer wishes to assure the members of the football officials' profession that he does not presume to elaborate all of the duties of a football official, nor does he claim for certain practices outlined below the virtue of official recommendation. He has witnessed many minor games where it was apparent that no one was responsible for the arrangements incident to the get-away and games where co-ordination among the officials was lacking. These points may seem to be incidental but in reality they are very important.

Further it might be added that this discussion will not deal with the qualities that are necessary in an official, for instance such qualities as personality, judgment, tact and fairness; neither will it consider the matter of the officials' knowledge of the rules. It goes without saying that if an official would succeed, he must know the rules.

Young officials may be helped by some of the suggestions that are here given. The knowledge back of these suggestions was obtained by and through experience. Some of the items mentioned may seem trivial, but if they are neglected the referee in all likelihood will be held accountable. While this article may especially apply where physical preparations are more likely to have been neglected than in major games, yet sometimes in the latter essential details are neglected.

Assume that you who are reading this are just “breaking” into the officiating game and that you have been called to referee a game. Your procedure might be somewhat as follows:

1. Let both coaches know as early as possible that you are in town. This in addition to being the courteous thing to do makes possible a discussion of doubtful rules or formations. It is better that such discussions be held the morning of the game rather than on the field.

2. Be on the field, dressed differently from that of either team, at least twenty minutes before the game is to be called so that you may personally be certain that the markings, the goals, the ten yard lines and sticks and the sideline arrangements are satisfactory. The coach in many cases will also be the director and responsible for the details of management. However, he will be busy with his team and the persons to whom have been delegated the duty of looking after arrangements often are not dependable and it is surprising how many times the ten yard lines and the ston-watch will either be missing or sadly inaccurate.

3. Note if the end zones are distinctly marked and whether or not ground rules will be necessary. See that the kick-off tees are built and properly watered.
4. Above all things, make sure that the other officials are present and in a friendly way try to bring about a spirit of co-ordination and co-operation on the part of all of the officials. In minor games the Field Judge is seldom used. In this case since the Head Linesman should not be given added duties it is better to have the Umpire hold the watch rather than to have this detail looked after by two ubiquitous students or alumni, who would probably cloud the horizon from all angles.

5. If this has not been attended to previously the coaches should be asked to explain confidentially any peculiar shifts or man in motion plays. Next call the captains together, toss a coin and thus decide the choice of goals and the kick-off. The visiting captain always calls the toss. The winner must take the kick-off or the goal; he cannot elect to receive.

6. The Referee should see that the other officials have markedly different horns or whistles from his. His whistle stops the play; theirs do not. However neither the Umpire nor the Linesman need signal a foul until the play has stopped, and they will do well not to do so.

7. Have it understood with the Umpire that he will call the “down” on all except short forward passes, after punts with run-ups stopped, and whenever for any reason the Referee is distant and the Umpire is near. Any opinion to the contrary, the Referee cannot be back of a punt formation, and on top of the ball on a drive through the line, or up with the ball when a pass is caught.

8. The success of the Referee depends much on the Linesman. It is a help to have bright stakes, or, fastened to their top, pieces of bright cloth that can be seen in the waning light and which stand out clearly from the surroundings. The 1, 2, 3, 4 box or placard marker is now in general use, and is a great improvement for the officials and spectators.

9. It is well for the Linesman to have an assistant, who shall merely move and hold this marker on the direction of the Linesman. This will allow the latter more freedom of action, to be on the field from thirty to forty feet from the near end-rush, and to move up with the play; but the main marker must not be moved until the Referee signals that the play is complete. This arrangement allows the Linesman to have a better eye on fouling by the ends, receipt of passes near his sideline (The Umpire should incline to the opposite side from the Linesman) and out-of-bounds play. He should not fix his short stake on the field.

10. At the start caution the Linesman to stand so that he can check up on a short 10-yd. kick-off, while the Umpire watches the kicking team for off-side. The Referee can well be around the 20-yd. line, and near the place where the ball is kicked. This brings him to a position where he can judge closely on a ball juggled over the goal line, or against the posts.

Matters to Observe on Each Play:

1. Check up on seven men on the line of scrimmage, even if it be the Umpire’s duty.

2. Keep a keen eye on the ball and watch for interference at center.

3. Note who would be eligible for the forward pass, and the footmark of the passer.

4. Note any deliberate false starting to “jump” the defense.

5. If the offense is using quick stabs with the quarter handling the ball, it may be necessary a few times to stand at the side to judge whether the ball is passed forward within five yards of the line.

6. Follow the ball closely, but don’t “gum the play.” Also blow a bit late rather than too early. Make sure that the ball is held by

(Continued on Page 48)
THE EARLY BASKETBALL SEASON

BY

W. E. MEANWELL, M. D.

Coach of Basketball at the University of Wisconsin.

This is the first of a series of articles that Dr. Meanwell is writing for this year's Journal. Our readers are familiar with his articles on "Stop-Turns or Pivots" in the January and February 1923 issues. Dr. Meanwell is one of the few really great basketball coaches. His teams have been first, or tied eight times, second once and third twice, in a total of eleven conference seasons. In 1918-19 he served in the army of the United States with the rank of Captain.—Editor's Note.

THE early season is the period in which championships are won or lost. In the weeks prior to the scheduled season, the physical condition of the men should be gradually developed without strain or drive, and the technique of the individual players improved. It is the period for the individual, rather than of team skill, and for the mastery of fundamentals.

A team well versed in fundamentals, especially in passing, is difficult to beat, regardless of the style of offense or defense it employs. Therefore, the emphasis in the early season should be placed on developing individual proficiency in shooting, passing pivoting and guarding. To this end scrimmage play is not so good as other forms of practice. Most teams scrimmage too soon and too much, and pay too great attention to signal plays from the tip-off. I have frequently gone to December first—ten days from the opening game—without having had a full forty minutes' scrimmage and without teaching a signal play. Plays are of much less importance than correct handling of the ball, and the latter is not learned most advantageously through scrimmage.

In the early season it is well to engage all the candidates in the same technique exercise, regardless of the positions for which they are trying out. The squad should not be differentiated into forwards, guards, etc., until the fundamentals of play have been acquired generally and quite uniformly.

Contrary to general custom, I believe in establishing certain set styles for the execution of shots, pivots, etc., and then making all on the squad conform to the standard demonstrated to them. This makes for uniformity and ultimately for a higher degree of skill in the team as a whole than is gained where each boy is allowed to shoot, pivot or otherwise play, in the manner that is most natural to him. The coach should know the technique of the game minutely and should adopt the style of pass, shot and floor work best adapted to the type of game he coaches—and then he should insist that every boy execute the fundamentals in the manner prescribed. I realize that this advice runs contrary to the accepted procedure of not changing a style that is proving effective, but is in accord with the methods I personally employ and have found effective.

In the early season, practice periods of about an hour for high school boys, and one and a half hours for men of college age, three times per week, are sufficient and secure a satisfactory alternation of work and rest. It is important that
the men be not overworked. Their condition should steadily improve, as shown by a progressive increase in weight, speed and skill. The men should not loose weight during the preliminary season.

Varying conditions require varying methods and, therefore, no set program of practice can be stated. Special emphasis must be given to the phase of play in which a given squad is weakest; it may be in shooting, in combinations or in defense. Admitting the necessity for varying practice to meet the need of each team, a program for the average well-balanced squad beginning its season in November is suggested as follows:

First week—three days of one hour each: thirty minutes' passing practice on the overhand (one and two hand) pass from the shoulder, the underhand pass, the bounce pass and the overhand hook pass; twenty minutes on the front and rear turns or pivots; ten minutes on shooting the high arch shot from in front and from the sides. The practice should end with rapid fire short passing, every man on the run, with a ball to each squad of five or six men. Three minutes of this would be sufficient, for it is very wearing.

Second Week—twenty minutes on passing, as before; twenty minutes on the front and rear turns combined with the dribble, that is, the dribble ends in a front or rear pivot as indicated. From the pivot a pass or shot should be executed. Twenty minutes should be spent on baskets—both long and short shots; ten minutes' scrimmage with small groups, two, three or four men on a team; two minutes rapid fire short passing in squads.

Third Week—For thirty minutes passing and shooting should be combined so that the exercises closely simulate game conditions, one or two passes being followed by a shot and followed by rebound work; ten minutes' dribbling, combined with pivoting and passing to a trailer and also shooting from the dribble; twenty minutes special instruction in guarding methods, for instance, one guard against two opponents. The men should be taught how to guard from the rear and from in front, how to secure rebounds, how to feint an attack, etc. There should be scrimmage for twenty minutes, ending with three minutes of fast passing.

Fourth Week—Combined passing, dribbling, pivoting and shooting for thirty minutes. The exercises should employ all the preceding fundamentals before terminating in the shot. Individual defense also may be taught at this time by placing guards on the floor in opposition to the man or men handling the ball. Thirty minutes should be spent on the "floor play"—the basal form of attack to be used during the season, against opposition being stressed as soon as the theory of the play is understood. Twenty minutes should be used for scrimmage and three minutes for rapid passing.

Following the fourth week, the emphasis passes steadily on to the floor play until a style of attack good for any situation is executed well. Then there should be work on the out of bounds and tip off plays, all against weak opposition, either physically or numerically.

If the fundamentals are well established, team combination work should receive the major effort during the second month, though not necessarily by employing actual scrimmage. It is well to cut down or discontinue scrimmage, at this time, until the style of offense and of defense has been well grounded in the men through practice against weak opposition. The offense or defense should not be tested in its early stage of development against stiff opposition. Usually this re-

(Continued on Page 47)
IMPROVED ATHLETICS

So frequently in recent months have the press, the pulpit and individuals suggested that there has been in this country since the war a noticeable decline in morals and a growing disrespect for law, we have come to accept the suggestion as a fact. During the war our people rose to the sublimest height of self-sacrifice and unselfishness that this age has witnessed. Perhaps the decline was but the inevitable reaction made more acute by the war with its disregard for life and the finer things that go with civilization. The purpose of these paragraphs is not to attempt to analyze the causes of the depreciation in moral values, but to call attention to the fact that this situation exists and by way of comparison to suggest that in so far as amateur athletics are concerned they have since the war been conducted on a higher plane than ever before.

That interscholastic and intercollegiate athletics are now in better condition than they have ever been is self-evident to any man who has been a student of athletics for any considerable length of time, but there are some who would dispute this statement. What then are the facts?

In the first place the games of today are played with a finer regard for the rules than was common a few years ago. If any reader doubts this, let him compare the number of penalties for holding, unnecessary roughness and unsportsmanlike conduct in the games today with the games a decade past.

In the second place opponents are no longer considered as enemies but as a friendly foe. The writer has noticed this season that on an increasingly larger number of score boards the visitors are listed as “Guests”. A few years ago fights between rival crowds were more or less common but today the visiting students are guests of the fraternities and other groups in the college town or high school center to which they have come.

In the third place, in the last few years a large number of High School Athletic Associations and College Conferences have been formed not because athletics were in a bad way, but because the friends of athletics desired that the games should be conducted honestly and in such manner as to benefit those who played and those who followed the contests. These administrative organizations not only have adopted rules respecting proselyting, professionalism, recruiting, the length of the season, gambling and the like, but the members have conducted educational campaigns designed to teach the students the meaning of sportsmanship, and respect for the rules. The Indiana High School Athletic Association, for instance, has employed a permanent secretary who is doing splendid work of the character just mentioned.

Some one replies that even if athletics have shown improvement in the last few years there has been a marked improvement in the manners and morals of the students in other respects. This may be true, but there is no way of proving or disproving the statement. One or two things
might be mentioned, however, not with the claim that they show that student morals and student attitude toward law and order are much the same as that of society in general, but because they may give us something to think about. It may be mentioned that in some institutions, honor systems that once were successfully administered by the students have been thrown into the discard because the students have come to the conclusion that they would not work. Let us not accuse the students of these institutions of having deteriorated for they are very much the same as students in other schools and colleges.

Another incident is the following. A member of an athletic department staff when filling orders for football tickets mailed an extra ticket to twenty students and members of the faculty. The recipient had no reason to suspect otherwise than that the sender was ignorant of the fact that a mistake had been made and if the receiver of the ticket kept the extra ticket no one would know. Only one of the twenty returned the ticket that he had not paid for. Before criticism is leveled at the students and faculty of this institution, it would be well for any one inclined to criticize the school in question to conduct the same experiment in his own institution.

It is true, and it appears that it is, that since the war there has been more materialism and less idealism, more selfishness and less of the spirit of giving, more spending and less thrift, more frivolity and jazz and less temperance than in the pre-war days, and further, if in that same time amateur athletics have improved in the manner already suggested, we may well believe that athletics properly conducted may serve as a great moral agent that will work for the betterment of society. This is not an extravagant claim that the world will be redeemed by and through athletics, but a statement intended to show that any human activity that interests so many people as are interested by our amateur contests when they are managed so as to bring out the best in those connected with them, cannot help being a blessing rather than a curse.

PLAYING THE GAME

The following memorandum written by "Jack" Trice, the Iowa State College tackle, who died from injuries received in the game in Minneapolis, October sixth, was found in his pocket after his death. It was written the night before the game:

"Minneapolis, Minnesota,
"The Curtis Hotel,
"October 5, 1923.

"TO WHOM IT MAY CONCERN:
"My thoughts just before the first real college game of my life.
"The honor of my race, family and self are at stake. Every one is expecting me to do big things. I will! My whole body and soul are to be thrown recklessly about on the field tomorrow. Every time the ball is snapped I will be trying to do more than my part. On all defensive plays I must break through the opponents' line and stop the play in their territory.
"Beware of mass interference. Fight low, with your eyes open and toward the play. Roll back the interference. Watch out for cross bucks and reverse end runs. Be on your toes every minute if you expect to make good."

"Jack."
Swimming on the back has enough advantages to make it a necessary stroke for the swimmer. The body is more buoyant when on the back; little effort is required to keep it to the surface; it is easy to breathe when swimming on the back; it is easy to relax; back strokes are valuable in lifesaving and it is a restful stroke.

The back strokes, which are recognized by swimming experts and may be used to advantage in racing are the Inverted Breast Stroke and the Inverted Crawl.

The Inverted Breast Stroke
In this back stroke, the movements are similar to the breast stroke with the exception that the arms upon the completion of the stroke are brought down to the hips. At the start the body is lying on the surface of the water on the back with the arms and legs extended. There are three movements: 1, the arms are brought down to the side; 2, the legs are drawn up and the arms are bent at the elbows across the chest; 3, the legs are straightened sideward and brought together and the arms are thrust over the head while coming back to the original position.

Land Drill
The swimmer should stand erect with the arms extended over the head and together. At the count of one he should turn the palms outward and bring the arms down, sideward to the sides. At the count of two, he should draw the left leg up with the knee leading and with the heel almost touching the inside of the right knee, he should bend the arm across the chest and join the palms. At the count of three
The back stroke

he should straighten his left leg sideward and bring it to the side of the right leg. The arms should be thrust over the head with the palms together to the original position.

Illustration 1.

At the count of one the palms should be turned outward with the hands cupped. Then the arms fully extended should be brought through the water to the

Illustration 2

The land exercise may be practiced by lying on the back on the floor. In this way both legs may be drawn up and the entire stroke may be executed as in the water.

In the Water

The body should lie in the water on the back as in floating with arms sides. (Illustration 2.) At the count of two the legs should be drawn upward with the knees turned out. The heels should be together and the toes turned out. The arms should be bent at the elbows and should be across the chest with the palms together. (Illustra-

Illustration 3

fully extended above the head and the palms together, the legs together and toes extended. (Illustra-

Illustration 3.) At the count of three the legs should be straightened sideward and brought together, form-
ing a wedge in the water. The arms should be lifted and thrust above the head. (Illustration 4.) This movement will bring the body to its original position. The swimmer should hold this position until the momentum of the leg stroke is well spent. (Illustration 1.)

Suggestion. In bringing the arms over the head at the start of the stroke the swimmer should catch the water sharply with his hands back to back, pull the arms through with a steady pull and hold should be slightly delayed when placing the legs sideward and the legs will shoot the swimmer forward.

Breathing. At the count of one or as the arms are brought to the sides, the breath should be taken in through the mouth and at the count of three exhaled through the nose.

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7017 Greenview Avenue

Chicago, Illinois
IT is coming to be universally recognized that the most advantageous benefits from exercise are obtained by taking part in competitive games. American youths like to test their strength against that of other boys by competing in contests which allow them free play in the use of initiative, resourcefulness, skill, stamina, courage, and traits of a like nature. This is easily accomplished by the intramural departments of universities which enable students to get practically all the advantages of intercollegiate athletics without actually trying out for the varsity teams.

Plenty of reference is made in the press to the skill and training afforded a candidate for any varsity sport; but little is heard about the thousands of others who reap these same benefits by playing on intramural teams in the same activity. For instance, at Ohio State, the university basketball squad consists of fifteen men, while during 1922-23 there were two hundred and three separate and distinct intramural basketball teams on which one thousand eight hundred and sixty-three different men played as regulars and substitutes. On the varsity baseball squad twenty-five candidates survived the final cut and were listed as members of the Ohio State baseball squad. At the same time, eighty-four different intramural teams gave the advantages of this popular pastime, to one thousand and nineteen men.

There was a time when intramurals were considered as a “feeder” or developer for the various varsity teams. In all progressive universities this idea has long since been thrown into the discard. Intramural athletics are now admitted to have a definite place in the general scheme of physical education, and their growth is all the more remarkable when it is considered that students receive no credit hours nor are they compelled to take part in any of the sports offered. Coaches are now interested in the physical well being of all students and are whole-heartedly in favor of intramurals. The Ohio State program is financed entirely by funds from the athletic association, and although the athletic board was faced with a program of rigid economy because of a $500,000 stadium deficit, they felt that intramurals must be liberally supported. Intramurals represent no financial return, but merely an outlay of money for recreation for the student body. No uniforms are furnished, but all hand equipment is supplied. In baseball, a catcher’s mask, chest protector, leg guards, glove, first baseman’s glove, two new balls, and four bats are supplied free for each contest. This material is the same quality as that used by the varsity team in its contests. It is purchased new and is not second-hand or cast-off equipment.

Universities which are strong in
intercollegiate athletics usually occupy a high place in intramurals. Success in one is conducive to success in the other. Students seem to take more interest in this department if their university ranks high in some branch of intercollegiate sports.

However, the intramural program is more comprehensive in its nature than the varsity, and embraces many sports in which there is no intercollegiate team, such as soccer, indoor baseball, bowling, boxing, horseshoe pitching, playground ball, and swimming. In addition, there is competition in every sport in which a team does represent the university in intercollegiate activities.

Intramurals are now recognized as a necessary part of the physical education program of every university. Consequently, a panoramic view discloses the fact that in some schools they are highly organized and a legitimate attempt is being made to secure for every student the benefits of competition in games; others consider it as more or less perfunctory and have made no effort to show real progress; still others are endeavoring to go forward, but are held back by failure to recognize the need of the system with one-man control. The leaders in the field have departed from the practice of making haphazard guesses at the number taking part in the sports, but are accurately checking the number of participants, keeping records, and issuing printed schedules which embody the statistics and furnish a basis for future work. The ideal of an intramural department should be to have every student take part in competitive games during every school season, namely, fall, winter, and spring. This would mean the total participation at any university should be at least three times the total male enrollment. Therefore, those universities which show only a total participation equal to a total enrollment have just begun to scratch the surface of the possibilities of this department.

At a large university the crying need is to get into the hands of the students interesting information regarding the intramural program that is to be carried out. With this end in view, Ohio State puts out in each of the three seasons a forty-eight-page handbook. This describes the sports and awards and gives the dates when entries close in each event. Another large forty-eight-page pamphlet contains a review of all intramural teams during the entire year. Printed schedules of all teams are issued in soccer, indoor baseball, basketball, bowling, baseball, playground ball, and horseshoe pitching. In addition, sixteen thousand pages of mimeograph matter are mailed out to different organizations during the year to bring the data in the handbooks up to date. Three thousand post cards are mailed out during the year to intramural team managers, while posters are put out in the university district just before each sport is scheduled to begin. A complete typewritten record is kept which includes the results of games, names of participants, and standing of teams in every sport. At the end of the year, these are bound in permanent volumes; so that to get any information regarding a team of the previous year, these bound books are readily available, and it is not necessary to hunt through files, loose papers, and score books. Last year the Ohio State athletic association appropriated $11,000 for intramural work, while the university budget did not contribute a penny. At Michigan, the university appropriates $10,000 for intramurals, while the athletic association contributes nothing but facilities for carrying on the games. In some universities, there is an appropriation of smaller amounts
from both the university and athletic association. That large appropriations for intramurals are worth while is evidenced by the fact that Ohio State and Michigan rank first and second respectively in the number of students taking part in intramurals in the country.

The following table shows teams, contests, and participants in different sports at Ohio State for 1922-23:

<table>
<thead>
<tr>
<th>Sports</th>
<th>Teams</th>
<th>Leagues</th>
<th>Contests</th>
<th>Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>81</td>
<td>7</td>
<td>61</td>
<td>475</td>
</tr>
<tr>
<td>Cross Country</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indoor Baseball</td>
<td>66</td>
<td>11</td>
<td>76</td>
<td>840</td>
</tr>
<tr>
<td>Football (interclass)</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>120</td>
</tr>
<tr>
<td>Basketball</td>
<td>203</td>
<td>33</td>
<td>524</td>
<td>1,568</td>
</tr>
<tr>
<td>Bowling</td>
<td>77</td>
<td>19</td>
<td>217</td>
<td>599</td>
</tr>
<tr>
<td><em>Foul Shooting</em></td>
<td>78</td>
<td>3</td>
<td>1</td>
<td>688</td>
</tr>
<tr>
<td>Boxing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td>182</td>
<td>1</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>Fencing</td>
<td>38</td>
<td>3</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Indoor Track</td>
<td>94</td>
<td>1</td>
<td>2,327</td>
<td></td>
</tr>
<tr>
<td>Horseback</td>
<td>109</td>
<td>17</td>
<td>301</td>
<td>517</td>
</tr>
<tr>
<td>Playground Ball</td>
<td>50</td>
<td>10</td>
<td>168</td>
<td>873</td>
</tr>
<tr>
<td><em>Outdoor Track</em></td>
<td>79</td>
<td>1</td>
<td>1,561</td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>84</td>
<td>14</td>
<td>214</td>
<td>1,019</td>
</tr>
<tr>
<td><em>Tennis</em></td>
<td>118</td>
<td>2</td>
<td>237</td>
<td>376</td>
</tr>
<tr>
<td><em>Golf</em></td>
<td>20</td>
<td>1</td>
<td>66</td>
<td>87</td>
</tr>
<tr>
<td><em>Swimming</em></td>
<td>49</td>
<td></td>
<td>140</td>
<td>403</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1,049</td>
<td>105</td>
<td>2,211</td>
<td>18,780</td>
</tr>
</tbody>
</table>

*Also individuals.
†Six-man teams.

**Note:** Participation in intramurals is entirely voluntary. No attempt is made in the preceding survey to determine how many men took part in more than one activity. If a student took part in both basketball and baseball, he is counted in each. The sixteen hundred students taking required gymnastics work are not listed in the preceding table even though they may have taken part in some of those sports in regular class work.

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BY

G. T. STAFFORD

Under the subject of "The Physical Director or Coach in the Field of the Physical Subnormal," Mr. Stafford, who is Assistant Professor of Orthopedics and Physical Diagnosis at the University of Illinois, has already contributed articles for the May, September and October Journals. His next article, which will appear in the December Journal, will be on the subject of "Hernia." — Editor's Note.

THE treatment of constipation is not generally thought of as being in the realm of the physical director's work, and in reality, it is not. The treatment of constipation, as far as physical education is concerned, belongs in the field of the medical gymnast and along with digestive disorders, general debility, etc., is properly classified under the heading of remedial gymnastics. However, this article is written with a view of acquainting the coach or physical director with a few pertinent facts which, if carefully studied, will aid in lessening the number of individuals who are below par physically and mentally due to this national ailment—constipation.

Unfortunately, from the standpoint of health and vitality our puritanical ideas place constipation in the category of terms not used in polite society. The average person is quite reluctant to speak of any irregularity of the bowels and it is very difficult to learn of the many cases right in our midst. This does not mean that constipation is an unusual thing by any means; on the contrary the number who are suffering from constipation is appalling. Doctor Wm. S. Walsh in "The Conquest of Constipation" says that fifty million dollars are spent yearly in this country on proprietary remedies for constipation. He adds further that the sale of one laxative for infants and children averages almost one million five hundred thousand dollars annually. If this is not enough to convince one of the universality of this malady, one needs but to look in the average drug store and note the row after row of laxatives, purgatives and cathartics, all palliative measures to relieve constipation. Among the questions which the average doctor asks when called upon to diagnose and prescribe for a severe headache or even a more serious illness, it is usual not to hear, "Are your bowels moving regularly?"

What causes constipation?

1. Errors in diet. This may be either not enough bulk in the food, pasty foods or improper combinations of food. A certain amount of bulk is needed to stimulate the normal peristaltic movement of the intestines. Noodles, hot bread and biscuits may supply a certain amount of bulk but the stimulation to the intestines, which favors peristalsis, is lacking. Improper combination of food may cause putrefaction in the intestines which is one form of constipation.

2. Lack of activity. This may be a sudden change to sedentary life, confinement to bed due to illness or general neglect of exercise for the body. A person needs a reasonable amount of exercise to assist metabolism and to keep the proper tone throughout the body. This tone is especially needed throughout the abdomen. Generally speaking, a well toned abdomen means good tone throughout the intestines.
3. Poor posture. Poor posture is very often found in cases of general debility and poor muscle tone. With the chest flat we generally find the abdomen relaxed, if not ptosed. This means that the mechanism of the body is thrown out of gear. Any disturbance of poise invariably acts on the contents of the abdomen and it is not unusual to find very poor circulation throughout the abdominal viscera. This congested condition has its baneful influence on health in general and specifically on the abdominal organs, including the small and large intestines.

4. Laxatives. These are generally abused. A false peristalsis results from the use of laxatives and artificial stimulation does the work which the nerves should do under ordinary circumstances. The effect is not different from that obtained from other stimulants. The body gradually depends on the artificial stimulation until the intestines become relaxed and refuse to perform...
their natural work until outside aid is used. Unfortunately, the difficulty arises in that increased doses are necessary to produce the desired effect and it is not unusual to find cases using abnormally large doses of a laxative without any effect whatever.

5. Irregularity in answering nature’s call. There is no function of the body which requires such constant and regular care as the daily movement of the bowels. Every person who desires to be healthy should have a regular time for stool and should remain a sufficient length of time to permit of a thorough evacuation of the bowels. Failure to answer the call leaves the feces in the colon, where due to the natural absorption of moisture, the feces become dry. On the next attempt to evacuate one must strain to produce, what if nature had been allowed to take her course would have been, a natural, easy movement. School children who suffer from constipation often give a history of failure to arise from bed promptly, consequently a hurried breakfast and rushing off to school without the bowel action which should follow breakfast.

6. Many other causes may be mentioned, among which are the following: Hasty eating with improper mastication, unnatural posture in defecation, not enough water taken into the system, astringent food and drinks, kinks in the intestines (surgical), melancholia, interference with the natural flow of bile, excessive mastication, too much meat eating, monotonous unappetizing diet, worry, hot food and drinks, liquid foods, fasting to reduce weight, irregularity of meals, incorrect breathing, etc. The causes which have been enlarged upon may well be given as the main causes of constipation. It is well, however, to look over the causes mentioned under paragraph 6 and note these when studying a case.

The symptoms of constipation may be classed under two headings:

Objective symptoms—Fecal matter remaining in the intestines more than twenty-four hours, and dry hard stools which are generally foul smelling showing putrefaction due to their long retention in the colon.

Subjective symptoms—
1. Headache, lassitude and attendant debility.
2. Sense of fullness in the lower abdomen.
3. Intestinal flatulence due to decomposition and air in the food.
4. Offensive breath.
5. Dyspeptic symptoms—gastric disorders.
6. Lessening of mental activity, mental and physical fatigue.
7. Insomnia or restless sleep, often with harrowing dreams.
8. Muddy skin, poor complexion, often with acne showing disturbed circulation.

The treatment of constipation consists of first-removing the cause. Good hygiene should be stressed for the entire body and especially the bowels. The mental side of the individual must often be investigated for any worry. Specifically the treatment should be along the following lines:

1. Remove the cause, examine the diet, habits of the individual and hygiene in general.
2. The psychic element should be considered. A melancholia is often the cause when all physical signs seem to be pointing toward health. With the best therapeutic measures, the patient cannot hope for cure until his mental side is taken care of. Dr. Hurst in his book on “Constipation and Allied Intestinal Disorders” speaks emphatically against the danger of scrutinizing the amount of the stool as an index of whether the bowels are performing their natural function. This introspective nature must be corrected. Many cases are helped
by getting the patients interested in some hobby which will take them out in the open and make them forget their worries.

3. Baths. Cold tonic friction baths (where there is no cardiac disturbance) cause deep respiratory movements, which increase the pressure in the abdomen causing a reflex contraction of the colon which aids natural defecation. This stimulation should be given over the lower border of the liver and around the umbilical region.

4. Enemas. As a rule this does not come within the province of the physical director but these are advised as the quickest means of getting at the seat of the trouble and giving the colon a proper cleansing. The habitual use of enemas will cause relaxation of the colon similar to laxatives.

5. Massage. This is an effective means of relieving constipation. The patient should be lying on a table
with the knees flexed allowing relaxation of the abdomen. The impaction in the descending colon (left side) should first be broken up by kneading with the finger tips, this kneading should then be carried across the transverse colon and down the ascending colon right side). With the mass well broken up, the procedure is reversed, this time starting on the right ascending colon and working up and over the transverse colon and down the descending colon.

6. Exercise. Walking, jogging, horseback riding, walking over rough ground, folk dancing, etc., are all good general exercises for the jarring effect on the body. In the regular gymnastic work, the following principles should be worked out:

1. Lifting the abdominal contents from the hips as in “Arms sideward, upward, stretch,” with a good lift at the end. This is done standing, with the abdomen well drawn in.

2. Compressing the abdominal contents with exercises such as the following example. Patient lying on his back on the floor. Action: Draw both knees to the chest and grasp with both hands over the knee cap, exhale drawing the abdomen well in. Now stretch both legs straight to a position about four inches above the head in line with the body, inhale and keep abdomen well in.

3. Twisting of the body at the trunk as in the following exercise. Standing, feet apart and hands spread above the head, hands grasping a cane, wand or umbrella. With the buttocks tight and the abdomen drawn in, twist the body to the right side (hips do not turn), exhale and reach up as the body is twisted. Now return to the original position, inhale and repeat to the other side.

The three exercises given are the
key exercises for gymnasium work on constipation cases. The principles should be constantly borne in mind for effective results. It is generally found best to assume that a postural exercise might well be given at the beginning of the lesson. From then on the order would simply be that of using the three types of exercises in the order given.

In conclusion, it is recommended that emphasis be laid strongly on hygienic living to prevent this universal ailment. In many, the physical appeal will fail but when a person is brought to realize that this insidious disease deadens the nerves and lowers the resistance of the body, causing lack of efficient mental work and leaving the body open to possible infection due to the lessened resistance, more care and attention will be given to hygienic living as an economic necessity.

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THE BUDGET FOR ATHLETICS

BY

CLARA INGRAM JUDSON

Budget Expert for The American Bond and Mortgage Company

Mrs. Judson has done budgeting for the Federal Department of Justice, for the United States Treasury Department and for the Illinois Farmers' Institute. The American Bond & Mortgage Company of Chicago offers its budget service free to the athletic coaches of the country. If you need help when making out a budget for your athletic department and your personal budget, write to Mrs. Judson.—EDITOR'S NOTE.

It is one thing to decide to make a first-class budget for the Athletic Department, and quite another thing to produce a budget worth following. But the wisdom and understanding developed by a careful study of expenditures is well worth the effort involved.

When there has been an accurate record of expense kept, future budget making is vastly simplified. Then it becomes the coach's duty merely to revise the actual expenditures of past years and make the money he proposes to spend this year do him even better service than has his allotment in the past. An accurate record does not mean merely a set of books that will balance (of course, every Athletic Department has that); it means records kept in such a systematic fashion that they actually interpret what the money procured; records that are systematized and understood as well as accurate.

Inasmuch as it is much easier to talk definitely than to deal in generalities, suppose we take the budget given below as our text. This budget closely resembles the actual budget used by a large institution during one portion of their scholastic year.

Illustrative Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$12,000</td>
</tr>
<tr>
<td>Publicity</td>
<td>6,500</td>
</tr>
<tr>
<td>Supplies</td>
<td>3,200</td>
</tr>
<tr>
<td>Repairs</td>
<td>500</td>
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<td>Permanent Equipment</td>
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</tr>
<tr>
<td>Insurance</td>
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</tr>
<tr>
<td>Medical Attention</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$24,000</td>
</tr>
</tbody>
</table>

This budget affords excellent food for thought. One will notice first thing that half the money expended goes for salaries. While this sum includes all salaries, those for clerks and janitors as well as for instructors, the major portion of the amount is spent for instructors. This allotment, it will be noticed, is four times the amount to be spent for supplies. Some institutions show a very different ratio between these two items, spending a much larger proportion for athletic supplies and a much smaller proportion for instruction. Inasmuch as athletics are an important part of an educational institution, and training the body should go along with training the mind, it would appear wise to have in that department high-grade instructors and enough of them, so that students could actually get the educational value of the athletics in which they participate. Economy of things is much better than economy of people, provided, of course, that the persons in the department are adapted to their work.

Under the heading of "Publicity" is charged all expenses connected with public games. This includes traveling, printing, extra help, music and all such expenses. It is noticed that the heading covers all expense connected with public appearances as contrasted with the regular student work. Of course this publicity means much to the institution besides the mere holding of a game, but care must be taken that the expense of publicity bears a reasonable ratio to money expended for
other phases of the department.

The amount set aside for permanent equipment is so very small that one suspects there is perhaps some outside provision for such expense. In making a budget it is well to give thought to this point, else the equipment someday prove utterly inadequate.

The amount allotted for repairs is so small relatively as to suggest very good co-operation with the student body and the careful conservation of buildings and effects. This is a most excellent place for the saving of money that may be expended toward more important use.

After these main divisions of expense are planned, the next step is one of subdivision. How shall the total amount for salaries be divided? What is a fair share for the supplies needed by the various kinds of sport? Can some money allotted for repairs be saved over for permanent equipment? How can the publicity money best be handled, remembering the cost of traveling, the advantage of an inspiring band and many other needs? These and a score of other questions the coach ponders as he fits his spending to his income. But he can be perfectly sure that time spent in making a budget will be time well used. And money dispersed so wisely and forethought will be a real help in building a strong, well balanced Athletic Department.

Q. In a line buck near the goal line the man carrying the ball fumbles and the ball rolls across the goal line. It is granted that the impetus came from the attacking side. Should the referee blow his whistle and declare a touchback or should the defenders be permitted, if possible, to recover the ball and run it out?

A. The defenders should be allowed to run the ball out if they can.

---

The Newest Ideas in Football Equipment

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Chicago, Ill.
Mr. Fletcher is an instructor in corrective gymnastics in the Kansas City Schools. He attended Wheaton College for three years and graduated from the Battle Creek School of Physical Education. For seven years he served as Supervisor of Physical Training and Athletic Coach in the Salem-Oregon, Rawlins-Wyoming and Boise, Idaho Schools.—EDITOR’S Note.

(Continued from October)

The Short-Pass Game

This is an outgrowth of the modern viewpoint of basketball to bring more men into play. In the old style game, the guards and forwards remained in their respective parts of the floor and long passes were used exclusively. There are essentially four principal methods of employing the short-pass game today:

1. Short-pass and pivot game.
2. Criss-cross method.
3. The side-line game.
4. The five-man rushing type.

1. The Short-Pass and Pivot Game. Here possession of the ball is the basic principle involved. Advocates advance a twofold reason: (1) Possession of the ball is retained by passing it rapidly to permit one man to arrive in a shooting position; (2) This possession of the ball is a defensive measure as well as an offensive consideration.

The offense is started by any man who gains possession of the ball. He may at once pass to any open team-mate, or dribble until a mate becomes uncovered. Each man passes only to a player moving toward him and uncovered by an opponent. As he passes, he in turn moves toward the receiver. The latter now passes to a third player moving toward him and uncovered by an opponent. As he passes, he in turn moves toward the receiver. The latter now passes to a third player moving toward him, or reverses and places the ball in the hands of the man from whom he received it. He may also fake such a hand-off pass and start a dribble. In this way a series of passes, reverses, hand-offs and dribbles advance the ball. Advocates of this game attempt to perfect these maneuvers so that interception is practically impossible.

Furthermore, the second principle mentioned above makes it possible for the players to maneuver about the floor until one man comes into possession of the ball in a position to take his time in making the shot. Teams using this game usually take plenty of time in these floor shots and are also generally quite accurate as a consequence.

Opponents object because: (1) It takes time to perfect this style of game, (2) the close contact they say stimulates roughness, (3) it takes a large floor on which to operate.

2. The Criss-Cross Method. In many respects this style resembles the preceding. However, in the former, after passing, a man moves toward the receiver, whether it be the one to whom he passed or a third player. Here, as a man passes the ball he moves toward the sideline and then back toward the opposite side, even if in so doing he does not handle the ball. In fact, a man may move all the way down the floor in these oblique movements and never handle the ball.

The principle involved is that a man and team moving obliquely are more difficult to guard than those moving in straight lines. For this reason, much time is spent on footwork, i.e., moving down the floor. Teams using this type of play either employ the short pass with reverses or are coached to pass only to men moving toward them or initiating a dribble.

Objections by those not favoring this game are practically the same as those enumerated in the preceding.
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3. **The Side-Line Game.** Those using this type of basketball do so under the assumption that most teams bunch up too much in the center of the floor. For this reason as they retrieve the ball, three men usually break at once for one side-line, each some distance ahead of the other. The ball is then snapped from one to the other with a final shot by the last one (or he may dribble in) or hook-pass to a fourth man advancing down the opposite side of the floor.

It is obvious that this game could hardly be used to the exclusion of any other type. Opponents state (1) It is too difficult to perfect, (2) it is incomplete in itself as a system.

Employed as a "mixture" with some other style, it has in many instances and particularly against certain defensive types proved very effective.

4. **The Five-Man Rushing Type.** The principle involved here is speed in launching the offense rather than possession of the ball or bewildering maneuvers.

Instead of employing a "sleeper," a fifth man, while on defense, plays near the center of the floor and parallel with the ball laterally. When the ball is gained a first pass is designed to carry it to this player and out of the scrimmage. The remaining four all immediately start a rush straight down the floor. The ball is passed to any open player as the men continue ahead. Both guards usually participate in the rush until the center is reached, when one drops back, the other moving to the opposite free-throw lane. When the vicinity of the basket is reached, the ball is passed among the rapidly moving players until a shot is prudent.

Objectors claim: (1) The rush on the part of the five lays them open to interceptions, (2) by moving straight ahead they are more easily guarded, (3) unless they beat the defense down the floor (and a delay in the initial pass prevents it) their play is easily broken up.

**Defensive Basketball**

Here again there is one essential principle involved and still there are at least five different methods of defensive procedure. The basic principle is to prevent scoring on the part of the opponents. To do this means the utilizing of one of two motives: (1) the playing for the ball to prevent its falling into opposing hands, (2) the playing for the man and then when he gains possession of it, the taking of it from him. (Playing for the man is not to be confused with playing the man instead of the ball, which is illegitimate.)

At least in present day basketball, the latter method is more often employed; further, it is the more common-sense procedure. It is within the spirit of the rules, for even in playing for the ball, a man must sooner or later be watched and guarded. Consequently, most coaches today delegate their men to watch opponents and then, when the player for whom any man is responsible gets the ball they are instructed to do one of four things: (1) take it from him, (2) cause him to make a hurried shot, pass or dribble, (3) block his shot, pass or dribble, or (4) cause a held ball.

The methods used in carrying out this principle are varied, however, and are as follows:

1. **Five-man position defense** (each man guards a territory).
2. **Five-man position defense** (each man guards the first opponent into his territory).
3. **Five-man line defense**.
4. **Five-man, individual opponent defense**.
5. **Four-man defense**.

1. **Five-man Position Defense** (First). The principle involved here is for each man to remain in a certain territory and guard any man or men advancing into that space.
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Of course, if two or more men enter one man's territory and another defensive player is therefore without an opponent, the players are coached to aid each other. The positions assumed and territories covered are usually as follows:

The guards are thus essentially responsible for the goal area, with the center guarding the middle of the floor and aiding the guards if necessary. The forwards watch the remaining territory, even as far as the end-lines.

Arguments against this defense are: (1) a rapidly maneuvering team will throw the defense into confusion, (2) one man cannot guard two, as may sometimes become necessary, (3) it takes too long to get to these positions, (4) playing back as far as they necessarily must makes long shots possible.

2. Five-man Position Defense (Second). Here all five men break for defensive positions similar to those above, but not quite so far back—the first line being at or near the center of the floor. Those employing this defense use it on the assumption that when a team takes positions on the floor and each man selects the first defensive man entering it, there is less confusion than there is when each player merely
picks any opponent or a certain one each time.

Advocates of this type differ in their procedure after the offensive team reaches their first line. Some are coached to allow the first two opponents to sift through for the two guards, while the forwards and center take the remainder. Others select the first man coming into their respective areas. From this point, however, instead of retaining their original positions, as in the preceding type, each man guards the opponent for whom he is now responsible, regardless of the place to which he moves. In other words, it is only a position style of defense until the opponents reach their defensive line.

Those objecting to this style state: (1) moving to a certain position requires valuable time, (2) if men are allowed to sift through there is always the danger of allowing too many to pass, particularly against the short-pass and pivot offense, (3) in playing different men on different defensive trips, no defender becomes absolutely familiar with any offensive man's style of play.

Q. In a kicking game should the offensive line men block or should they go down the field under the kick as soon as the ball is passed by the center?

A. This depends on the kicker and the speed with which the defensive line charges through. It is usually desirable for the punter to give his ends a chance to get down the field as far as possible. On the other hand many games have been lost by having kicks blocked. At the start of a game with a right-footed kicker send the ends and left tackle down as the ball is snapped back. If the other line men are not dangerous send the whole line down quickly provided the kicker is able to get his kicks off safely.

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CROSS COUNTRY RUNNING

RUSSELL S. FERGUSON, M.D.

Dr. Ferguson is coach of Cross Country Running and Track at Alfred University. He graduated from the University of Maine in 1914, where he was a member of the Varsity Track Team, competing in the hurdles. He graduated from Cornell University Medical College in 1920. Since 1921, he has been Track and Cross Country Coach at Alfred University, Alfred, New York. His cross country runners and long distance men have been uniformly successful, having lost but one cross country race and never having lost a first place in the events above the half mile in the spring meets in which the men competed.—Editor's Note.

Historically there is nothing in track and field athletics which quite compares in interest with the development of cross country running in this country. An outgrowth of the old English schoolboy game of Hare and Hounds, cross country running, as the game is now conducted, is the product of the ingenuity and far-sightedness of America's track coaches. The more generally accepted Continental sport of this type is steeplechasing, the merits of which were ably set forth by Coach Harvey Cohn in the ATHLETIC JOURNAL last May. The essential difference between the two forms lies in the greater distances and fewer obstacles encountered in cross country in contrast to the many and varied types of obstacles and shorter distances of the Continental sport.

Cross country running was originally fostered almost exclusively in the East, the first big intercollegiate run held in New York City, in 1899, giving the game an impetus which has since spread with increasing force and rapidity to all parts of the country. At the present time the game is well established in the Middle West, and Far West. The growth of the game in the last few years has been really remarkable. In view of this rapid growth, and because the writer has the welfare of the game at heart, he is led to suggest that the annual I. C. A. A. A. run, usually held in New York City, with its limited list of Eastern entries, is losing the national aspect which such an event should have. The game is deserving of a truly National Championship event, and it might therefore be suggested that such an annual event under the auspices of the N. C. A. A., similar to the present N. C. A. A. Track and Field Championship at Chicago, would be of value. To be effective in scope, such an event should include the various intercollegiate and conference championship teams as entries, and should follow the decision of these championships, in the selection of a suitable date. Furthermore, the selection of a location for such a test should be made with great care, depending upon the transportation problems of the entrants.

Cross country running is of value to both coach and athlete. To the coach who has the problem of stimulating interest in track athletics, it is helpful for it maintains and promotes interest of the student body throughout the year rather than for a
limited period in the winter and spring.

To the athlete, probably the most obvious and necessary benefit of cross country running lies in the preparation of the long and middle distance runner for spring work. Here is a field that no coach can afford to overlook. In climates where very early spring work is out of the question, fall cross country work for the distance men becomes an actual necessity. To my mind there is never sufficient time in the spring to make a good distance runner. All one can hope to do is to get the men in condition to cover the distance, leaving the acquisition of speed, form and finish, largely to chance. On the other hand men who have been thoroughly worked over in the fall, at cross country, can begin almost at once to acquire the finer technique of distance running in the spring. I know of

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no coach producing really first class distance runners who does not foster cross country running in the fall.

For the physically subnormal boy, provided he has no incapacitating cardiac lesion, I know of no form of exercise so suitable as cross country running. Contrary to the general impression, the sport does not reduce the weight of its participants. Weight charts of cross country squads of considerable size have conclusively shown me that the average runner will gain anywhere from five to fifteen pounds through the season. Neither does the sport slow a man up for spring work, for even developed runners show noticeable improvement in speed after a season at cross country.

Cross country running in modified form will further serve the coach as a conditioning exercise for football players, oarsmen and boxers.

In the producing and training of a well balanced cross country team, certain items of general interest demand prime attention. I say “well balanced” advisedly because balance is the thing for which the coach should strive. In this game, it is fatal to develop one or two stars at the expense of the rest of the squad. It takes five good men to win a cross country championship, and no team competition was ever won by a single star athlete. If the coach can produce five or more men who can run a competitive course in from fifteen to thirty seconds of each other, he need have no fear as to the outcome of his races.

Any lad who has enthusiasm for track work, indomitable gameness and persistence, may be developed into a good cross country runner. Of course the boy with some experience in distance running is more to be desired, but it must not be forgotten that good distance runners come in all shapes and sizes. I would, however, sound a note of caution. The boy under nineteen years of age should not be overworked at this game. My gauge for weeding out impossible material from that worth working with, is based on the ability of the boy to run three or more miles after three weeks of training, averaging a little under six minutes to the mile. The boy who cannot do this is not worth considering for team membership.

At the start of the season, it will be the coach’s duty to map out several courses for training purposes. These should be selected with the idea in mind of providing a variety of contour, such as soft grass, soft surfaced roads, with some rough ground and ploughed fields, and an occasional obstacle. It will be found convenient to provide one course, having in the main a soft grass surface, only moderately hilly, of about two and a half to three and a half miles in length. This course will be of use mainly for early season work, the soft surface helping to prevent “shin-splints.” In this connection it should be stated that hard surfaced roads should be conscientiously avoided. A second course about four or four and a half miles, quite hilly, and having some rough or ploughed ground will also be found useful. A third should be five to five and a half miles in length providing in the main some severe hills, soft roads and grass, with possibly a few obstacles. A long course, only moderately hilly of soft dirt road, six and a half to seven miles in length may be used to advantage for developing endurance.

The equipment of the cross
country runner should receive the careful attention of the coach, special emphasis being placed on good footwear and clothing of sufficient warmth for cold days. Contrary to the general impression among certain college runners, cleanliness in the matter of track attire is no sin. The coach should insist at least on clean socks every week for all men doing long distance work. For early season work, a plain rubber soled tennis shoe, or a well broken pair of leather shoes will suffice for footwear, later, a well made long distance running shoe, when the squad has been cut to a more moderate size. Such shoes are furnished in the Spalding line under the name of "Marathon" shoes (Spikeless), or in their 14-C Model, with spikes. Treman King & Company put out a very good shoe with short spikes and a very flexible last. All of these shoes are provided with low heels, which are essential if stone bruises are to be avoided. The regulation track suit should be worn and in addition heavier clothing such as sweat shirts, toques, mittens, old trousers or flannel underpants should be provided for cold weather or for the

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purpose of reducing overweight individuals. In competition, the track suit should be worn alone, and if additional protection on account of cold is necessary, I would advise a liberal application over the whole body of a mixture of cottonseed oil and oil of wintergreen, one ounce of the latter to the quart. This should be applied just before the race and thoroughly rubbed in.

In organizing the squad for work, it is imperative that the experienced men be at once separated from the new men. Further divisions are undesirable for the reason that they tend to break up that quality of balance which is so essential to a cross country team. New men, however, should always be paced by one or two older men, who are at the same time sure judges of pace, strict disciplinarians, and men who will reliably follow the coach's directions. New men, who are enthusiastic, are prone to overdo in their efforts to make an impressive showing. The two squads thus formed may be treated a bit differently with respect to the type of work assigned to each; the first squad may be worked the harder and likely looking candidates may be promoted from the second to the first when advisable.

Before any work is undertaken, each candidate should have a thorough physical examination by a competent physician, and any defects found should be noted by the coach. During the course of work, the coach should carefully look for the early development of the various injuries and see that they receive prompt and careful treatment. Special attention should be given to the diet and care of the stomach and bowels. Next in importance is the care of the feet and legs. The best treatment consists in the prevention of shin splints by easily graded work at the beginning of the season and in the prevention of injuries to the feet. No injury to the long distance runner is too insignificant to receive prompt and adequate treatment. All the general rules of training with which the coach is already familiar should be strictly enforced.

For the first two weeks of the season the work of preparation should be strictly confined to short easy jogs on soft grass, beginning at three quarters of a mile and gradually increasing the length of the run up to two and a half or three miles. These jogs should not be taken oftener than three times a week, the alternate days used for walking. In regard to this feature of training, all cross country walking should be taken at a fairly rapid pace, the speed being increased gradually toward the finish. Hilly courses are best used for this purpose. Men who are overweight should be heavily clothed for walking, and it will do all candidates good to sweat some at the beginning of the season. As the work progresses into the third week, the walks should be diminished in number but increased in length and in severity and by the end of the fourth or fifth week, walking may be abandoned altogether except for the heavy weights.

All the hard work of preparing a cross country team for competition is accomplished from four to six weeks before the first race is scheduled, and this fact should be borne in mind by the coach and duly impressed on the men. When the racing season begins, the coach can well afford to under work rather than over work his men.

By the third week of training the road and hill work should be well started. From then on, one
day for walking is sufficient, jogging the remaining days, save the last day of the week which may by this time be devoted with benefit to a time trial or a team competition, in which sides are chosen. The work of this week might typically include a four mile jog over a moderately hilly course for the first day, a three mile run at a more rapid pace for the second; a six mile walk over hills for the third; a four and a half mile jog over a hilly course for the fourth day; five miles over easy roads for the fifth day and a time trial at three miles over a short soft course for the sixth day. Sundays should always be devoted to rest. The fourth and fifth weeks are to be signalized by an increase in the severity of the work, for at this time the coach should point largely for endurance. The distances run may, therefore, be increased from four and a half to six and one half miles, including some severe hill work and rough ground running. One day should be devoted to a fast run over the short course and walking may be omitted if desirable. Time trials at the end of the fourth week may well be over a difficult course at four and a half miles, and the trial of the fifth week at five and a half or six miles over a moderately hilly course.

The coach would do well to devote a few minutes each day during the early weeks of training to short jogs up and down hills, paying particular attention to each man. This may be done before the men are sent on the longer work of the day. In going up hills, I try to have the men shorten the stride at first and then gradually lengthen it out until they have a comfortable up-hill stride. In down hill running the men should be taught to keep the weight of the

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body well forward to avoid pounding the heels and the forward foot should be retracted just a few inches before the ground is struck.

The end of the sixth week will probably bring the team to its first dual meet and the beginning of a four or five week schedule. The work of this and succeeding weeks should therefore be devoted to the development of speed and finish. This may be typically accomplished by a four and a half mile jog over a fairly difficult course for the first day, three fast miles for the second, six miles at a fast jog for the third day, four or five fast miles over a moderately difficult course for the fourth day; a full day's rest should be provided before any race, and after the first meet two full days may be reserved with advantage for resting, or possibly a short easy walk on the second day prior to the race.

With regard to the development of speed and finish during these weeks, the coach should make every effort to have the men put in a very fast first mile. This is for the reason that fast work at this stage of the run will effectually warm the muscles up to their highest efficiency, after which it will be found by the men that they can continue through the balance of the race at a steady pace. Toward the beginning of the last mile, the men should be taught to increase their speed gradually, finally breaking into a full sprint for the last quarter. The length of the full sprint may gradually be increased by the men with advantage, because they will find different and fresher muscles coming into play in this last effort. I have found a fast first mile to be very disconcerting to opposing teams who have not been trained in this style of cross country running.

Much more might be said of team tactics, diets, training rules, and the care of injuries, but space is limited and the outline of training above given will suffice, if good judgment is used in its interpretation. The coach should bear in mind that in the preceding remarks the writer has treated the squad as a collective entity. This attitude will not be altogether effective in actual practice. Each man should be carefully studied, as each one presents a little different individual problem, and the work should be modified to suit the man. For the preparatory school coach, whose problem is altogether different, I have published elsewhere an article entitled "Cross Country Running for the Preparatory School Athlete." Reprints of this article will be gladly furnished to anyone interested, upon request.

I should like to close with a few axioms which I find desirable to impress on the men.

"Remember that cross country races are won a month or more before they are run."

"Always keep a mental count of team mates and especially opponents ahead of you."

"Always study the style and ability of the opponent in front of you, and, if possible, find his weakness early in the race."

"If the pace is not fast enough for you, go out and make it so."

"In a sprint near the finish between one of your own men and an opponent, always creep up on them. If your team mate runs him out, you will then be in a position to take him in also. If he fails, you may be able to take his place and get the man."

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A.—No.
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BY

JOHN L. GRIFFITH

Testing for Results

After a Director of Physical Education has determined very definitely the objectives for his department and has followed a course of action, which may be expected to accomplish the desired results he will in the natural order of events set about in quest of proof of success or of the degree of success. Of course, success is entirely predicated on the purpose of the system or the activity. If primitive man could swim, run, jump, climb, fight and endure a little better than the wild animals and wild men who struggled with him he survived, if not, he perished. Today we are not confronted with the question of whether we shall eat or be eaten, but a few years ago we were engaged in the greatest war in the history of wars—a war which was waged by America and her allies for the principle of freedom. When men were being trained as combatants for the engagements in that struggle very definite requirements as regards physical efficiency were prescribed. With the immediate need removed we are no longer training men to climb out of the trenches, to throw grenades or to jump over shell holes. What measure of excellency then shall we apply to the men who are enrolled in physical education in times of peace? Shall we go back to the anthropometrical measurements of a decade ago? Shall the health certificate of the medical examiner be the sole prize for which we strive?

The field of Physical Education is so vast that a definite, concise and brief statement of the aims of the department cannot be given. Consequently no single measurement of efficiency will test the results of training, endeavor and development. If accomplishments in the different activities that go to make up the physical Education program are to be judged the task is simplified. For instance, it is not difficult to decide whether progress has been made by the orthopedist in correcting anatomical defects. Corrective work relates almost entirely to the physical; the subject either has flat feet or he does not have flat feet. For the reason that in the physical development side a certain degree of exactitude may be obtained physical efficiency tests practically constitute the sum total of standards of measurements in the realm of physical training.

In competitive athletics we should work to the end that the students shall learn how to develop the trait of co-operation to control the spirit of rivalry and the instincts of fear and anger; to overcome shyness, display, envy, jealousy and greed; to supplant bullying by kindliness, submissiveness by aggressiveness, sex behavior by play; to develop such qualities as loyalty and respect for law. How shall we prove whether an athlete after years of training has acquired these elements of character? Who will undertake to examine men who have had athletic training and mark the candidates excellent, good, fair or poor? The man who will do this scientifically will render a service of incalculable good to the cause of physical education.

In the absence of better methods
of measurement two tests will be discussed—the Pulse Rate Test and the National Amateur Athletic Federation Physical Ability Test.

I. The Pulse Rate Test

A test which will show the effect of exercise upon the heart is probably the best index to physical condition. The test consists of taking the heart rate before exercise, immediately after a certain amount of exercise and then later to determine how long it takes for the heart to return to normal.

These facts have been established.

1. Hearts with greater reserve power beat more slowly than hearts with less. Athletes' hearts as a rule beat more slowly than the hearts of persons who are non-athletic.

2. The rate after exercise is high in individuals who are fat, weak or overworked.

3. The heart expansion of athletes is less after a certain amount of prescribed work has been taken than in others who have done the same amount of work.

4. The rate after exercise is low in cases where persons are able to do much work with little effort.

5. The heart rate after exercise is an indication of the power of continuous work and on the other hand it may show a weakened condition of the individual.

II. Method of Applying the Test

1. Count the pulse rate while in a standing position. The test should not be taken immediately after a meal or after exercise. Count the beats for 15 seconds and multiply by four and record the rate per minute.

2. Engage in stationary running for 15 seconds at the rate of three steps per second. Raise the feet about 8 inches from the floor and swing the arms normally and then take the heart rate again and record it per minute. The pulse should be counted while the person is standing.

3. The individual in question should stand at ease. Forty-five seconds after the exercise again count the pulse and record the rate per minute.

4. If the heart rate is not normal or nearly normal at the expiration of three-quarters of a minute the rate should be taken again at one minute intervals until the time required for the heart to return to normal has been ascertained.

Conclusions

1. If the heart rate before exercise is exceptionally high consult a doctor.

2. If the increase in pulse rate after the exercise is greater than 40 the person tested is probably in poor physical condition. An increase of 25 is average.

3. If the heart rate is normal after a rest of 45 seconds the indications are that the subject is in splendid physical condition. When this test was applied to Jack Dempsey before the Firpo fight it was found that his heart rate was normal after 30 seconds of rest. If the rate of recovery is two minutes, condition fair. Recovery rate 3 minutes—condition poor. If the subject breathes more slowly after the run than before he should consult a physician.

4. If the subject finds that his heart rate before exercise is normal, that the increase after exercise is about 25 or 30 and that the recovery is accomplished in from 45 to 60 seconds he may have reason to believe that his physical condition is satisfactory.

Q.—If a team with ten yards to go punts on the fourth down and the punt is blocked by a member of the defensive team and the ball is recovered by a member of the kicking side, does it belong to the man who recovered it and is it first down with ten yards to go?

A.—Yes.
Hints for Novice Referees

(Continued from Page 11)

someone when you blow. The writer once had a severe trial in a very close game by unwittingly and almost unavoidably blowing just as a man was tackled and stopped, and really after the ball had gone from his hands, the opponents covered and ran with it. Three well-known coaches and officials after the game differed as to what should have been the ruling.

7. Ask the Captains “Ready?” after out-of-bounds and at any time after time is out, especially if there is a threat to “jump” something by the offense.

8. When the ball goes out of bounds, guess the first two or three yards and then trot in with the player carrying it.

9. Due to the precise ruling on the forward point reached by the ball, the Referee will have to take and fix the ball at each down, although some are in favor of making the player do it.

10. Down by the goal line when there is close working for a score, some Referees go around behind one tackle with the Umpire back of the other, asking the Linesman to check up on the backfield in motion, forward passing, etc. This method will allow an official to be square on the ball as it stops progress or goes over. On a bluff goal from the field, or on a pass with punt formation neither the Referee nor the Umpire can cover the line closely if they are in their usual positions.

11. When fouls occur in connection with punting, remember for yourself and the other officials that much depends on whether the ball is in the air or not. Note this closely. Also in punts with a high wind, note whether or not the ball drops within reach beyond the scrimmage line.

12. Warn every newcomer not to open his mouth to say anything at all until after the first play.

13. Remember that you as Referee are called upon to report to the Umpire any personal fouling you see, and that the Umpire is in no place to see it behind the offensive line. It is up to you.

14. At the end of the quarters, be assured that the other officials each watch one team so that there may be no one illegally leaving or coming on to the field, or any sideline coaching. At the end of the half, note yourself what the time is, so that you can be sure that the Timer can give the twelve minute warning.

15. At all times be courteous, considerate, but not groveling, complaining, or argumentative. Have it quietly understood that the teams are to play the game and the officials are to run it. Slip on five yards if there is any fussing, but don’t lose your temper. Make it an impersonal matter.

16. Make it an inflexible rule never to discuss with anyone whomsoever anything whatsoever about any play or player of either team for which you have worked a game until after the season closes. As a privileged man on the field what you have seen thereon belongs to the teams. If you say nothing you can reveal nothing. It is safer.

17. Invoke the favor of the gods against any complex situations arising. One such may ruin a good game in the minors.

Q. The team on offense lines up with an eight man line. The left end an instant before the ball is put in play runs toward his own goal line. Should a foul be called if the ball is snapped when this man is only four yards from the line though he be running obliquely toward his own end line?

A. Yes. This is illegal and the penalty is a loss of five yards from the spot where the ball was put in play.
Q.—The rule book says that teams cannot encroach on neutral zone until “ball is put in play.” The ball is put in play by a “scrimmage.” This means that the ball must be “snapped” back. Snapped back means (according to definition) that the ball must actually leave the center’s hands. All football teams, both offensive and defensive, charge as soon as the ball starts to move back. Under the rules they cannot until the ball leaves the hands of the center. Why, then, is this allowed?

A.—If a defensive center can interfere with the average center before the later gets rid of the ball, the chances are that the defensive center will be off-side and the time interval is so short that officials being human are hardly able to call them that close. Every coach teaches his men to charge as soon as the opposing center moves the ball.

The Early Basketball Season

(Continued on Page 12)

results in disruption of the play and loss of confidence in it and a return to slap-bang individual methods. This is especially true, if one is coaching a pivot and short pass game, for this style of play is the most artificial of all in use and is very apt to result in absolute confusion if checked by strong opposition, in its early development. Later in the season, when that style of play has become instinctive, strong opposition simply steadies and makes more methodical, the short pass game.

Throughout the preliminary season, the tendency to overdo basket shooting is marked. The emphasis should be placed on methods and combinations for advancing the ball in attack, and in the clever handling of the ball and of the body. When these are acquired, the need for unusual skill in shooting is eliminated.

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THE LONG PASS ATTACK

BY
WALTER E. MEANWELL, M. D.
Coach of Basketball at the University of Wisconsin.

This is the second of a series of articles that Dr. Meanwell is writing for this year's Journal. Our readers are familiar with his articles on "Stop-Turns or Pivots" in the January and February 1923 issues. Dr. Meanwell is one of the few really great basketball coaches. His teams have been first, or tied eight times, second once and third twice, in a total of eleven conference seasons. In 1918-19 he served in the army of the United States with the rank of Captain.—Editor's Note.

This play was used by the Wisconsin championship team of 1920-21 as its chief means of attack in the last five games of its schedule.

Prior to that time, the pivot and short pass with criss-cross had been exclusively used. The unexpected change of tactics brought success against opponents who had been carefully drilled to meet the short-pass attack. The play is good offensively and also defensively, should the pass or tip-off be intercepted.

The forwards line up regularly, but closer to the mid-line than usual—about seven feet from the middle of the forward area (Numbers 1 and 2). The center, 3, tips off to either side and both forwards, Numbers 1 and 2, drive straight in for the ball, A. The tip-off should not be signalled to any particular side. The forward on the off-side will relax his efforts instinctively, if this is done. Both men must smash straight in to get the ball. After the tip-off, the center, 3, leaves the circle on the side opposite the ball and dashes up towards the basket without waiting to learn who secured the tip-off.

In the diagram the tip-off is to the right, B. In that case, the right forward, 2, jumps high in the air and slaps the ball, C, preferably with both hands, back to his team mate right guard, Number 5, as the latter runs forward and somewhat to the side. After the pass, the right forward front-turns, F, and cuts towards the basket up along the right side-line and ten feet inside G.

The other forward, in this diagram the left, 1, bores down into defensive territory, as soon as he perceives that the tip-off is not coming to his side. He continues on down toward a position directly back of center, marked X, until he sees his guard secure the pass. If the ball is lost, he is then in the best position for defense. If the pass is secured, Number 1 immediately reverses, F, and cuts up towards his basket and on his own side of the floor, his position corresponding to that of Number 2, his right forward, H.

This leaves the ball in the back field in possession of the guard,
Number 5. The guard, 4, is also in defense area. The three offensive men are well up in offense territory, the center, 3, being within ten feet of the goal and about the middle of the scoring area; the forwards are one on either side of the court and driving up in the direction of the goal.

The guard, 5, on receiving the pass from Number 2, steps to the right and backward with the ball, J, to give somewhat more time for his offense to locate. Then he throws a long, high, fast pass, D, to his center, Number 3. The center must be moving towards the goal or towards the sideline as the pass is made. When the ball leaves the guard's hands, the center must abruptly change his direction, preferably by means of a front-turn, and come in for the pass. The play *must* be worked and timed accurately. The center *must* change direction as the pass is made and not before and *must meet the pass*, head on.

The center, 3, receives the pass and may then do one of three things. He may jump to a stop and front-turn, K, if his guard is not too close, and may then shoot or dribble, M, into the basket for a short shot. This is an alternate play and is not to be used frequently. The play of preference is for the center to hook-pass or lay down a bounce pass to either side and to his oncoming forwards. The right forward is often on a line with, or even closer to the basket than the center, in which case a hook-pass overhead from the center to the right forward, is indicated, N. The left forward, 1, having to travel up from defense territory will be further back and facing the center when the latter receives the long pass and to him the bounce pass is the better play, P.

Following the play from the center, Number 3, which is either a pivot and shot or a dribble, or a pass to the forwards, all three men bore in hard and high for the rebound, each in his own area. This gives an ideal arrangement of men for rebound work and is one of the strongest points of the play.

When the long pass forward is made from the guard, 5, the guard, 4, drives up the floor in the mid-line and behind the ball. He is safety man and can always be given the ball by Number 3 in case of need. This play, however, is not the one of preference.

The crux of the play lies in the correct timing of its various parts.
CHANGES IN THE BASKETBALL RULES FOR 1923

BY

Z. G. CLEVENGER

Mr. Clevenger is Director of Athletics at Indiana University. He was graduated from Indiana in 1903 where he competed in football, baseball and basketball, serving as captain of the football and baseball teams in 1903. For two years he was Assistant Athletic Director at Indiana and head coach of basketball and baseball. Later he became Athletic Director and head coach of football, basketball and baseball at Nebraska Wesleyan University. He was then Athletic Director and head coach of football, basketball and baseball at the University of Tennessee, becoming Athletic Director and head coach of football, basketball and baseball of the Kansas State Agricultural College. From 1920-1923 he was Athletic Director in charge of all sports at the University of Missouri. He is a member of the basketball rules committee.—Editor's Note.

Generally Speaking, the less that any rules are changed the better for all concerned. The players and public become accustomed to certain regulations. When the game, however, can be improved, that is made better, safer, and fairer, the proper thing to do is to alter the rules accordingly.

Before any changes have been made, the Joint Basketball Rules Committee has thoroughly canvassed the sentiment of the various sections of the country with regard to all issues. All matters have been freely discussed in the annual meetings, and whenever action has been taken, it has always been done with a unanimous vote. Complete understanding and harmony have been the guiding spirits of the meetings. There has always been a sincere desire to maintain and improve this great indoor game to its greatest possibilities.

For many years there has been considerable agitation to have the rules so modified as to eliminate as much as possible the winning of basketball games by the individual efforts of star foul-goal throwers, but at the same time maintain the games as free from roughness as possible. The great majority of players and the public wish to see games won by clever team and individual floor play, by powerful defenses and swift, accurate offenses, rather than by the efforts of one lone man from the free throw line. This conviction has been growing steadily and the Joint Basketball Committee took the first step over a year ago, when the first big change was inaugurated; for certain "Violations," which formerly were classified as technical fouls, the ball went to the opponents as out of bounds. This change greatly reduced the technical fouls and worked for the betterment of the game.

To eliminate further, as much as possible, the winning of games by a star foul goal shooter, and yet keep the game free from roughness, the committee has made a new rule for this year, which states: "When a personal foul has been called, the player upon whom the foul was committed shall attempt the free throw or throws; but in case this player is so injured that he must

(Continued on Page 38)
BASKET BALL OFFENSE AND DEFENSE

BY

F. J. WINTERS

In most articles on basketball either the offense or defense is discussed or explained, but seldom, if ever, combined. A number of systems of offense and defense have been given to us, but no definite defense has been adopted to combat a stated offense or vice versa. Most coaches use the same defense throughout the entire year, feeling that if properly worked, it should stop any or all offense. The majority use a five-man defense and while it is as good or better than any one defense, why should it be employed regardless of the type of offense used? In football, the defense varies with the offense and we endeavor to cover and stop the attack as soon as possible. Did you ever see a football team retreat to their twenty-yard line and there await the attack of the opposition? No! Then why should it be done in basketball?

In an effort to illustrate, the accompanying diagram is offered, to show both a common and very fundamental method of advancing the ball down the floor and also a practical and fundamental defense to combat it. The offense is a combination of short passes, dribbling and criss-cross—while the defense is man to man—not a definite man to man, but a defense in which a defensive man sticks to the one whom he starts to cover until his team again recovers the ball.

The ball is secured by the back guard, who passes to the floor guard (F. G.) as he breaks down the floor. The forwards (F1 and F2) start for the sides of the court, while the F. G. dribbles until a forward is in a position to receive a pass. F2 cuts in front and receives the pass from F. G. F2 passes to F1, who has cut across the floor in front of F2. F1 then dribbles until he strikes opposition in G2. F. G., after passing to F2, breaks for the side line, and when F1 meets opposition, he is in a position to cut in front and take the pass. He then dribbles until stopped by F1, when he may reverse and pass to C, who has been playing near his own basket and has gone out on the floor to lose G1 and returns down the center towards the basket, or he may bounce a pass to F2, who has crossed the floor after passing to F1 and is ready to cut for the basket, or he may reverse and pass to F1, who has pivoted and passed G2. On defense, C covers F2 and follows him to the basket; F1 follows F. G., G2 takes F1 and stops him when he starts to dribble after receiving the ball from F1, C covers F2, F2 on offense keeps B. G. out of the play by advancing in front to the center of the floor. If B. G. goes in towards the basket F2 may cover and follow or return to his own basket unprotected.

KEY TO DIAGRAM ON NEXT PAGE.

Dotted line shows travel of ball
Heavy line shows travel of defensive players
Light line shows travel of offensive players
Waved line shows dribble
OFFENSE FOR FIVE-MAN DEFENSE

BY

RALPH JONES

Ralph Jones is Director of Athletics at Lake Forest Academy where he has been unusually successful as a coach of football, basketball and baseball. He was basketball coach for eight years at the University of Illinois and before that had a splendid record at Purdue and Wabash. This is the first of a series of articles he is writing for the Journal.—Editor’s Note.

Many teams are playing some form of the so-called five-man defense. It therefore behooves every Coach to spend much time perfecting plays to work through this type of defense. Naturally the best way to defeat a team playing it is to “beat them to it,” that is, to get the ball in offensive territory before the other fellow can get set. This can be done by the use of a long pass, a fast dribble or a very fast advancing passing game. But even with all of the above there will be times when the other team gets its defense formed. It seems best to decide on one formation just before reaching the first line of defense and to have a series of plays.

In the following series Number 4 has the ball at about the middle of the floor. Number 1 is at his left and Numbers 2 and 3 at his right. Number 5 stays back on defense and does not come up until he is needed. Number 3 is what might be called the “clean up” man. He may trail Number 2, take the side line to the right, cut in to about the end of the foul circle or cut behind Number 4 and dribble. It is well to have the best goal throwers as Numbers 2 and 3.

Number 1 should be a clever man at passing and pivoting and a man not easily blocked when he has the ball as I figure him the key man in these plays. Number 4 should be good at timing, bouncing, passing and floating the ball over an opponent’s head. He should be careful never to pass to Number 1 when he is covered but fake to him and pivot and pass to Number 3 circling behind him. He should also practice shooting baskets from the left side the most of his goal throwing time.
Diagram No. 1

Number 4 has the ball and passes or bounces to Number 1, who cuts around and behind the first man. Number 1 passes to Number 2, who has cut around and behind the first man on his side. Number 2 passes to Number 4, who circles to his left. Number 4 shoots or passes to Number 3, who is coming in on the opposite side.

Diagram No. 2

Number 4 passes to Number 1, who goes the same as he did in Diagram Number 1. Number 1 fakes to Number 2 as he darts just inside of the left guard and passes to Number 3, who hesitates in the middle of the floor before deciding his course. Number 3 shoots, passes to Number 4, who has gone as before or, if he is blocked, pivots and passes back to Number 1, who cuts back of him.

Diagram No. 3

Number 4 has the ball and passes to Number 1, as in the previous plays. If Number 1 cannot pass to either Number 2 or Number 3, he pivots and passes to Number 4, cutting behind him. Number 4 may dribble and shoot or pass to Number 2 or Number 3. A double exchange with Number 1 also works well. In all these plays Number 3 and Number 4 should hesitate and then dart. This will enable them to pick the openings, get to a spot at the right time and also aids in defense.
COACHING BASKETBALL

BY

W. D. FLETCHER

Mr. Fletcher is an instructor in corrective gymnastics in the Kansas City Schools. He attended Wheaton College for three years and graduated from the Battle Creek School of Physical Education. For seven years he served as Supervisor of Physical Training and Athletic Coach in the Salem-Oregon, Rawlins-Wyoming and Boise, Idaho Schools.—EDITOR'S NOTE.

(Continued from November)

Defensive Basketball

3. Five-Man Line Defense. The technique employed in this type is to have all five men break for defense at once and line up across the floor near the center. Each man selects the opponent between himself and the team-mate on his right or left. The principle is that with five men in such a position, each can more readily select an opponent than they can possibly do when they assume other positions. The following diagram shows the positions assumed and arrows point in the direction watched for selecting an opponent:

As each man picks an opponent, he stays with him as long as he remains on the defense.

The argument by those not favoring this method is that it is difficult to have all five break at the same time and assume their positions together, a necessity to success here. In addition, a rapidly laterally maneuvering offensive team has wrecked many defenses of this type.

4. Five-Man Individual Opponent Defense. As a team takes the floor at the start of the game, each man has an opponent for whom he is to be responsible throughout the game. Of course, men may change opponents at any time, but always assume the responsibility for one certain man at a time. In addition, the man for whom a defender is responsible need not necessarily be the one against whom he lines up—it may be any one of the five.

The principles involved are: (1) in having one opponent, a player soon learns his weaknesses and his strong points, (2) it makes each player individually responsible to outplay his man, (3) there is no guesswork among the men as to whose man any certain opponent may be, (4) if any one opponent is scoring heavily, one man (the one responsible for that opponent) and one alone is to blame.

Each man breaks for defense and is coached to get between "his man" and the basket at once. He is further taught to look his man over at the start so that he may recognize him from any angle or under any condition during the game. He guards this man so long as he remains on the defensive.

Arguments against the system are: (1) blocks are too effective against this type, (2) it produces rougher basketball, (3) a certain man's opponent may be down the
floor at the time he assumes the defensive and not in a position to cover him before a pass may reach that opponent.

5. **Four-Man Defense.** This type is generally used in the long-pass game where a sleeper is employed. Otherwise it may be utilized as a position, line or individual opponent style of defense.

**Guarding**

Guarding is a most essential fundamental in basketball, for it is only another word for Defense. However, the responsibility for large scores and high individual scoring rests with the failure on the part of the coaches to implant the principles involved into their protegés so that it becomes second nature.

There are a few main points in good guarding which follow:

1. The player should get between his man and the basket and stay there.
2. He should watch his man and the ball.
3. He should remain about an arm’s length from his man.
4. He should retain perfect equilibrium.
5. He should stay on the floor.

These considerations hold good regardless of the particular type of defense used. A coach may teach his men to take the nearest man, the first into their respective territories or a certain opponent each time on assuming the defense. But the consideration which affects all these types is that some man must be watched—in other words, guarded—or no style of defense will prove effective.

1. As soon as a player breaks for defense he should immediately place himself between the man he is to guard and the basket. This places him in such a position as to enable him to oppose the offensive player’s every move. If he is beside or in any other relation to his opponent, the latter ever has free access to the basket in the event of securing the ball. In the position mentioned, however, his presence is always a menace in this respect to his opponent. His moves must be lateral and he must always retain his position between his opponent and the basket, regardless of the direction his opponent may be facing. He should not follow his man, but stay between him and the basket. This is paramount to good guarding.

2. The correct position, mentioned above, enables the guard to watch his man and the ball which he must do at all times. As he moves about, keeping between his man and the basket, he can watch both. When the ball is behind him, he can, by assuming a side position, watch both and still retain his position between the man and the basket. As his man gains possession of the ball it is his duty either to take it from him, cause a hurried pass, shot or dribble, break up a shot, pass or dribble, or cause a held ball. When his man makes a pass, as he attempts to block it, his first consideration remains with his man. Many players here make the mistake of following the ball with their eyes and thus permitting the man to get away. The proper procedure is to lose sight of the ball momentarily if necessary, watch the man and move with him and then again get sight of both man and ball. In other words, here it is permissible to lose sight of the ball for a second and watch only the man and then again watch both. Under ordinary conditions both should be kept in sight at all times.

3. In remaining between the man and the basket and watching him and the ball, the matter of distance is important. The best distance is just slightly over an arm’s length. From this distance, the opponent will find it difficult to get away and at the same time will not be unguarded when he gets the ball.
When further away, the man upon gaining the ball can obtain an unmolested shot, or in his attempt to get to him, the guard may be eluded by a quick side-step, pivot or feint. When too close, there is bodily contact—prohibited by the rules—and in addition a reverse, pivot or side-step can throw the guard off at the proper moment. When the correct distance is maintained, the guard can oppose his man and at the same time prevent being thrown off by deceptive foot-work.

4. To guard properly, the defensive man must retain his equilibrium. To do this he should assume a position most natural for him and from which he can move in any direction. Coaches should discourage their men charging at opponents, as this permits clever men to get away. They should teach their men to retain perfect balance and when the opponent gets the ball to feint a charge, still retaining poise and closing in slightly. This will cause the man to shoot, pass or dribble and the guard will now be ready to oppose his every move. The players should never be caught jumping or charging, for a man is too easily eluded when so doing.

5. The most successful guards stay on the floor. By this it is not meant that the guards should be discouraged from taking rebounds off the backboard when occasion demands. However, many players consider it their main duty to intercept passes. Whenever possible, of course, any man should intercept the opponent’s passes, for this is one of the greatest means of breaking up team play. But in the attempt to do this indiscriminately, many passes are also permitted to go by completed and in this event the opponents are unguarded. A far better policy to follow is to intercept all passes when the opportunity arises. But when a chance exists, in which the possibility of interception or successful completion are “fifty-fifty,” it is better to allow the opponent to come into possession of the ball and then play for it, causing a hurried pass, shot or dribble or held ball. Although intercepted passes spell increased opportunity for victory, when a guard attempts to intercept a pass and misses, he is absolutely “off balance” and in no position to prevent scoring. A guard who intercepts even if only a few passes (these being sure ones) and allows those in which a chance exists to become completed and then plays for it, is by far the more dependable man. Coaches should think this over when giving instruction in guarding.

Every member of a team, be he forward, center or guard, should be adept in the department of guarding. Many teams lose games because some forward, even though he keeps up his end of the scoring, permits an offensive opponent to score heavily, and all through his inability to guard. If a coach is faced with the necessity of choosing between a team of five men, strong defensively but mediocre offensively and one strong offensively but mediocre defensively, he will do well to select the former. These men may not win by top-heavy scores, but holding their opponents to low scores permits them to “slip through” enough points to win. The other group, however, must always rely on outscoring the opponents. Sooner or later the latter will meet a team, their equals offensively and stronger defensively, or they will experience an “off night” and then it usually means defeat. A coach of national reputation once said: “Never mind watching the scores of your future opponents, but watch the scores of their opponents.” In other words, having run up heavy scores spells little worry to a coach who teaches “guarding,” but even he experiences anxiety over the team that holds its opponents to low scores.
A good method in coaching guarding is to place three offensive men against two defensive men on the floor. The latter selects two of their opponents and guard them alone. This leaves a third offensive man free at all times to receive passes and thus to prevent held balls. After a time period has elapsed or when the guards gain possession of the ball, five others take the floor for the same purpose. The men can alternate at offensive and defensive play. In this way every man will receive practice in one of basketball's most important fundamentals—guarding.

Passing

Basketball could well have been termed “Passball,” for along with guarding and goal shooting itself, passing is the most important factor in good basketball. It is to Offense what guarding is to Defense.

Of course, some styles of offense require specific methods of passing, but in this discussion the main points will be considered of passing in general. Those coaches using special types as the “Short-pass and pivot” or “Criss-cross” styles, will find the articles “Floor Plays,” by F. J. Winters in the October, November and December, 1922, issues of the ATHLETIC JOURNAL helpful. Diagrams 1 and 4 are especially helpful for practice in the short-pass and pivot game, while diagrams 2 and 3 for the Criss-cross. Regardless of the method used, every coach will find this series of great value.

In general, the following points should be considered with respect to passing:

1. Either or both hands must be used.
2. Passing must be as accurate as basket work.
3. Passes must be fast enough to prevent interception, but not speedy enough to prevent perfect handling.
4. Every player must learn to pass with either or both hands. In so doing he will not be handicapped when closely guarded. He should be able to hook it over or around an opponent, bounce it by a guard or pass with one or both hands following a pivot, reverse or dribble.

2. Every man in passing should make the area between the receiver's belt and shoulders a target. He must look at this prospective receiver, for blind back-passes are oftentimes intercepted by unseen opponents. When the receiver is in motion, many players elect to pass it to a certain spot ahead of the runner. Because players move with varying speed this is wrong. The pass should be made with reference to the receiver's position at the time the pass is made.

3. “Speedy” passes are to be discouraged, while the opposite is true of “fast” ones. Every man must get rid of the ball as soon as he receives it, to permit fast offensive play. But if he then “slams” the ball at a receiver, the results are usually fumbles, injured fingers and wild passes. Why some coaches consider “slam-bang” passing good basketball is a mystery. Well-timed, accurate passes, made immediately after receiving them and with sufficient speed to reach the destination, preclude terrific speed in propelling the ball.

Passes to be mastered are:

1. **Double Underhand.** Both hands are used with a swing from the hips similar to that used in making a free throw. This is a very accurate pass.
2. **Double Hand Push Pass.** Made as in chest-shot in basket shooting. Must not be made with too much speed. Good deceptive pass when near the basket.
3. **Single Underhand.** One hand is used, made as in pitching in indoor baseball. Too much speed here should be discouraged, as this is a common fault.
4. **Single Overhand.** The throw (Continued on Page 45)
THE GROWTH OF PHYSICAL EDUCATION ACTIVITIES

It has been stated over and over again in recent years that interscholastic and intercollegiate athletics are detrimental to the cause of physical education. This is a general indictment of competitive athletics and does not specify particulars. It may be assumed, however, that those who make these charges have witnessed the growth in popularity of the highly organized athletics as evidenced by the increased attendance at the games, the building of stadia and the extra space devoted to sports in the press and have assumed that thus, athletics have crowded out all of the other activities of the physical education program.

With a view to ascertaining the facts, the writer has conducted an investigation in the universities that compose the Western Conference, viz., the universities of Iowa, Minnesota, Wisconsin, Michigan, Indiana, Ohio State, Purdue, Chicago, Northwestern and Illinois. This study shows that intercollegiate football was started in the year 1890 in most of these universities. Before intercollegiate football, very little was attempted in the way of organized play or of systematic class work in the gymasia. In some of the universities baseball teams had been organized and there were a few class teams. The teams, however, trained but seldom and often did not practice between games. Thus it is clear that intramural athletics, formal calisthenics and corrective gymnastics were either not established or were conducted on a very small scale. So far then it is clear that when intercollegiate football came into being it did not find well developed departments of physical education which were ministering to the physical needs of the students. Thus the competitive games could not have crowded out that which was non-existent.

Seven years after intercollegiate football was started, viz., in 1897, two years after the Conference was organized, there were eleven thousand two hundred ninety-six male students in the colleges, that then composed this association and two thousand eight hundred and eighty-six men were enrolled in the various physical education activities. That is, twenty-five percent of the men were competing in intercollegiate or intramural athletics or were enrolled in the various gymnasium classes. Whether because of the impetus given physical work of all kinds by athletics or not, at any rate more men
proportionate to the number enrolled in the universities were engaged in the various activities seven years after the beginning of the major sport than before.

In the quarter of a century following the organization of the Conference, intercollegiate football and intercollegiate athletics of all kinds have grown tremendously. Now the Conference boasts of a number of million dollar stadia and in most of the colleges the tickets are all sold prior to the day of the big football games. With this phenomenal development, if the views of the critics are correct we may expect to find a proportional decrease in the number of men engaged in athletics and kindred activities, but instead of twenty-five percent the figures show that in the year 1922-23 there were forty-eight thousand ninety-one male students, of whom twenty-eight thousand six hundred twenty-two were enrolled in one physical education activity or another. Thus it will be seen that in these twenty-five years the percentage increased from twenty-five to fifty-three. Here then in this section of the United States, the development of intramural and formal gymnastics has accompanied the growth of intercollegiate athletics.

In conclusion, it may be added that the Directors of Athletics of the Western Conference, all of whom are either now coaching or have coached major sports are not only interested in the administration of intercollegiate athletics, but are committed to the task of building up complete physical education departments, which shall minister to the needs of all the students.

“PASSING THE BUCK”

With the close of the football season many coaches who never had a chance to win the big games on their schedules will be forced to resign. That is, they will be made the “goats” for the schools that lacking men or morale, or both, were not entitled to win. Of course, some coaches lost through their own mistakes or their own incompetency, but this paragraph refers to the man who knew football, was a good instructor, had plenty of character and worked faithfully, but lost through no fault of his own.

There have been a number of instances in the season just closed where coaches have made certain players the “goat” for games lost and it is recorded that on numerous occasions spectators and coaches embittered by the loss of a game have turned on an official, blamed him for a decision and passed the “buck” to him.

Athletic contests test men’s souls. The little man who can’t stand and take it blames someone else. The real man can stand the “gaff” and does not cringe.
THE INVERTED CRAWL STROKE

BY

E. J. MANLEY

Swimming Coach and Director of Intramural Athletics at the University of Illinois.

Mr. Manley has written a series of articles for the Athletic Journal. The first was "The Crawl Stroke" which appeared in the June issue, "The Side Stroke" in the September number, and "The Breast Stroke" in the October Journal, and the Inverted Breast Stroke in the November issue.—Editor's Note.

THIS is similar to the crawl except in this stroke, the arms are used alternately as in the double over-arm strokes and the legs are extended and alternately threshed up and down in the water. There are six complete movements, two movements and two counts with each arm movement and three with the legs. The co-ordination may be obtained by using the count of 1-2-3 to each arm movement. The legs must get in three beats to each single arm movement.

Start of the Stroke in the Water
The swimmer should take a position as in floating on the back. (Illustration 4.) He should hold his arms to the sides and on the count of one raise the right arm with the elbow leading, hand cupped with the palm facing outward. (Illustration 2.) He should straighten the arm to its full length. (Illustration 3.) At the start of the first count there is a slight roll to the left made from the waist and the legs are parted sideward about a foot with a slight bending of the knees. The toes are pointed and the left leg should come to the surface. The right leg is about half a foot deeper than the left. The legs will be turned slightly to the side with the toes of both feet turned to the left. As the right arm is raised, the legs should be snapped, the left leg down and the
right leg up about a foot and the
left leg down again. (See Illustra-
tions 1 and 2.) Care should be
taken to see that the toes are
pointed downward.) This will be
the finish of the count of one. On
and the right leg up, coming to the
same position as at the start of the
leg drive only the body will be on
the other side. (Illustration 5.)
At this point a slight roll should be
made and the left arm should be
raised from the water and the same
movements should be applied on
the left side. When the left arm
movement is finished, the six move-
ments are complete.

The breathing should consist of
inhalation at the beginning of every
single arm stroke through the
mouth and exhalation through the
nose.

Illustration 2

the count of two he should catch
the water with the hand with palm
turned outward and pull with the
arm extended sideward and down-
ward to the thigh. At this count
the legs should finish their second
movement and the right leg should
come down and the left up. (Illus-
trations 3 and 4.) On the count of
three, the left leg should snap down

Illustration 3
**Position of the Head.** The head should be back naturally. It may be raised a little, but it should not be thrown back too far.

**Land Drill**

1. Arm movement. The swimmer should stand erect and alternately go through the arm movement at the count of two with each arm.

2. Leg movement. The swimmer should sit on a stool with legs extended about a foot apart and go through the movements by counting in this manner: left leg up, 1-2-3 pause, right leg up 4-5-6 repeat. Later both movements should be combined.

**In the Water**

Water wings are a splendid aid in practicing the back stroke. Leg and arm movements may be practiced alone and the co-ordination be more quickly learned by their use.

**Suggestions**

In the inverted crawl it should be remembered that the upward drive of the leg is just as important as the downward drive.
THE YOST FIELD HOUSE AT MICHIGAN

BY

E. E. WIEMAN

Mr. Wieman played tackle and full-back at Michigan in 1916, 1917 and 1920. In 1918 he served as Captain absentia while playing tackle on the championship service team at Ellington Field, Texas. In his senior year he was elected to Phi Beta Kappa. He was awarded the Conference medal for proficiency in scholarship and athletics. He was also awarded the $100 prize that is given each year by the Athletic Association to the "M" man who makes the best scholastic record.

Upon graduation in 1921 he was appointed Varsity Line Coach and Assistant Athletic Director at Michigan. He is now serving as Varsity Line Coach during the football season.—Editor's Note.

In honor to the man who has made it possible the University of Michigan has named its new $400,000 athletic building the "Yost Field House." This magnificent structure is a fitting tribute to Mr. Yost's twenty-three years of splendid service and will stand as a cherished memorial to a life devoted to all that is clean and honorable in collegiate athletics.

The Yost Field House, added to other equipment at Michigan, without question, gives to that institution the most complete athletic plant in the world today. In keeping with its slogan, "Athletics for all," facilities are now provided for universal participation in athletics the year round. There are eighty acres of land set aside for athletic purposes and a goodly portion of the student body may be seen engaged in various games on these grounds any afternoon during the fall or spring months. With the new field house these students can continue their athletic activities throughout the winter months as well.

A word about Yost Field House proper will be of interest. The building is 344 feet long by 165 feet wide and will house all indoor athletic activities. There will be a seating capacity of 12,500, an eight-lap-to-the-mile track, a 75-yard straight-away, several basketball courts, and provisions for indoor practice in football and baseball. All this will be in the main activity room, which is 160 feet wide, 300 feet long, and clear of obstruction up to a height of 67 feet. These dimensions are exactly those of a regular outdoor football field. Four floors at one end of the building will be devoted to offices, locker rooms, shower rooms, store rooms, trophy rooms, drying rooms, et cetera. There will be locker and shower facilities for 4,200.

Adequate accommodations are provided for the proper handling of all indoor varsity and freshman athletics. Heretofore, all indoor activities have been conducted in Waterman Gymnasium. With the removal of varsity and freshman athletics to the Yost Field House, the old gymnasium can now be used solely for class work and indoor intramural activities.

Not only is Yost Field House
 commodious and well planned for its purpose, but it is also of very artistic architecture presenting a full line of beautiful Gothic columns that would do justice to a cathedral.

The Yost Field House was formally dedicated November 10th by fitting ceremonies in which Secretary Denby, President Burton, Mr. Yost, and other men of distinction participated.
This plan is presented to Journal increasingly in the future take the readers because there is reason to believe that field houses may in place of the old type of gymnasia. The advantages are that a building
HERNIA

By

GEORGE T. STAFFORD

Under the subject of "The Physical Director or Coach in the Field of the Physical Subnormal," Mr. Stafford, who is Assistant Professor of Orthopedics and Physical Diagnosis at the University of Illinois, has already contributed articles for the May, September, October and November Journals.—EDITOR'S NOTE.

The majority of physical directors and coaches share the common opinion that hernia, or rupture as it is commonly called, is a condition which cannot be treated by exercise. As a result of this mistaken idea there are many men now wearing trusses who might have been relieved, if not cured, had they been given proper exercises to strengthen the abdominal muscles when the first sign of muscular pain appeared in the lower abdomen.

In our school systems of today, there are many boys who are excused from gymnasium work at the request of their family physicians. A large portion of this number would surely be inconvenienced if not further injured by ordinary gymnastic work and athletics. The physician's request that the boy be excused from ordinary gymnasium work is well founded. However, hernia is due to an abdominal muscular weakness and properly prescribed exercises can tone up the weakened abdominal muscles and often repair the damage.

The erect posture has been blamed for many of our difficulties and it is not hard to understand how the erect posture tends to produce a condition which allows the stretching of the internal and external rings of the inguinal canal through which the intestines protrude. When man was in the quadruped position, the veins needed no valves, the abdominal viscera hung, roughly speaking, from their attachments on the spine, the ribs and sternum hung below the spine and the abdominal muscles possessed the normal tone that is found in quadrupeds. When man developed and rose to a higher plane than the animals that used all four limbs for locomotion, striking changes resulted in the body. The veins now had gravity to contend with and varicose veins are not uncommon in man. The abdominal viscera, pulling on the spine and often a drooping of the upper parts of the spine allow the abdominal contents to press on one another and finally rest their weight heavily on the pelvic girdle and the lower part of the abdominal muscles. The ribs and the sternum, unless held up by a muscular effort, tend to add their burden to the already heavily burdened abdominal group. Finally, if the above mentioned are not enough, the abdominal muscles are very likely to be without a great deal of tone. The result is the pressure of the abdominal contents and the stretching of the inguinal rings until the common type of hernia (inguinal hernia) results. Rupture has been mentioned above, but this condition is not a rupture nor tear, but a stretching of the weak-
ened oblique abdominal muscles. Thus we find that although the upright posture has its advantages there are disadvantages resulting. Gravity is constantly pulling us down and muscle tone is needed to offset the always-present sagging of the abdominal organs and the pressure on the abdominal muscles. Weakness of the abdominal muscles and fascia is responsible, not only for many of the more chronic affections of the gastro-intestinal tract due to insufficient support or lack of normal massage which the diaphragm and the abdominal walls should give to them, but the relaxation of the openings through which the blood vessels and other structures pass out of the cavity leading to actual hernia of the viscera. Thus posture and tone of the abdominal muscles become an important factor in this condition.

The internal abdominal ring is

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found just beneath the crescentic arch of the inferior border of the transversalis muscle. Here the vas deferens of the male and the round ligament of the female enter the abdominal wall. The internal oblique muscle forms a cover for this opening. The external ring is covered by the external oblique muscle and the contraction of this muscle closes the opening, similar to a buttonhole, being made tense by pulling the ends of the long axis.

The hernia is caused first by weak abdominal muscles allowing a momentary relaxation of the rings while a muscular effort is being made. Contrary to ordinary belief, this muscular action is not necessarily one of suddenly lifting a heavy object, or jumping with a sudden movement, though these may cause a hernia in a weakened system. The history of many cases show a very quiet onset of the condition. In fact many cases report that they never knew that such a condition existed. This latter group is composed mostly of the slight cases or those with loose abdominal rings, though giving the distinct impulse on coughing. It must be constantly borne in mind that the real cause is the abdominal weakness that predisposes the hernia.

The symptoms of hernia may be described as follows: a dull aching pain in or about one or both rings; tenderness to the touch; swelling about the ring or rings.

The treatment by exercise should never be attempted unless the physician in charge of the case gives his full sanction. In cases of recent hernia the physician may put the patient to bed for a fortnight. During this time a truss should be worn and the patient allowed to get accustomed to the feel of the support. At the end of the rest in bed carefully graded exercises, starting with the very mildest breathing exercises, may be given. The object toward which the coach should work is as follows:

1. He should allow Nature to develop strength in the parts affected and give time for recovery of the stretched muscles.

2. He should develop tone and poise in the affected parts so that they will respond whenever the muscles are called upon to contract. A weak muscle which is in good tone will respond to emergencies much more quickly than a strong muscle which is not in tone.

3. In general, the body vigor must be improved as well as toning the local area. The bodily resistance must be brought up to a point of immunity to ordinary toxic products, because the weakest part of the body is the one that is first affected.

4. The patient should be taught to hold the abdomen in place and to use the truss only when the abdomen becomes tired, thus preventing the affected parts from slipping again. To do this the patient will wear the truss, but with the truss on, he should attempt to make the abdominal muscles do their work and not lean against the body of the support.

The most common type of hernia case which the coach will be called upon to treat is that of the boy who has a weak ring or a loose ring. The treatment for this type, and also for the case where the hernia has been reduced but a truss is worn, is as follows:

General exercises—
Twisting of the trunk, either right or left, with the pelvic girdle held firm by muscular contraction of the hip muscles.
Trunk bending exercises, if the subject is not heavily built and can hold his abdomen snugly contracted throughout the movement. Arm raising exercises, the abdomen held firmly contracted and the arms used as a lever to lift the chest and abdomen.

Supine exercises, providing the heels are resting on the seat of a chair, and the legs are not extended free of the floor in any position lower than the seat of the chair. This caution is given for the following reason, viz: The raising of the legs gives a vigorous dosage of work to the abdominal muscles. This is helpful if properly given. But leg raising from the supine position should not be attempted until the individual has been trained to hold the abdomen well in. In ALL hernia cases it is necessary to bear in mind that if the legs are raised from the floor the first few inches
of the movement is accomplished by the action of the rectus abdominus muscle, the obliques not springing into contraction but bulging until the first few inches of the movement have been performed. Therefore, for safety, it is advised that the instructor keep the legs out of the plane from the floor to the first foot of height. To do this the chair may be used or in individual exercises, the instructor may lift the legs of the patient to a position about one foot off the floor and then allow the patient to continue the movement. If a pillow is handy it is well to place this under the buttocks to raise them and tilt the trunk up toward the head, thus allowing gravity to work in a plane favorable to the weakened parts.

Specific Exercises—

For a first lesson, with weak abdominal muscles the exercises should be given with the body in the supine position and simple arm exercises of a respiratory nature given.

For fair or good muscular development the following eighteen may be given:

1. Regular standing position but with hands behind the head. Bend the body laterally, first to the right and then to the left side. During this movement a continuous lifting of the abdominal contents should be emphasized.

2. Feet eighteen inches apart. Hands on hips. Twisting the body first to the right and to the left. The hips are held straight front and the abdomen well drawn in throughout the movement.

3. Regular standing position, except with hands at neck firm position. Bend the body forward to a horizontal position and exhale, keeping the abdomen well drawn in. Slowly raise the body to the erect position inhaling and further drawing the abdomen in.

4. Regular standing position, but with hands on hips. Alternately raise knees, with abdomen well in. Exhalation is made as the knee comes up and with this exhalation the abdomen is drawn in.

5. Regular standing position but on toes. Slowly squat as arms are raised out to the side shoulder level and up over head. In this squat position the arms are stretched as high as possible, lifting the chest and the abdomen. Recover in reverse order.

6. Supine position. Heels resting against the wall at least one foot from the floor. Hands are under the head. Slowly raise alternate legs perpendicular to the floor, exhaling and drawing the abdomen in as each leg is raised.

7. Standing. Feet apart and hands above the head, thumbs clasped. Stretch as tall as possible and maintaining this stretch position bend to the right side about 45 degrees, exhale and keep abdomen well in. Stretch in this same plane and recover to the original position. Stretch tall and bend to the left side.

In cases where an operation has been recently performed it is well to treat the boy as he returns to the gymnasium as one with weak abdominal muscles and give simple breathing exercises in the supine position. Abdominal tone and control of the abdominal muscles should be worked for.

In all cases of hernia it is well to avoid approximations of the head toward the feet, e.g. lying on the floor, supine position and sitting up and reaching over the toes. This causes pressure on the abdominal muscles and viscera of the abdomen and is like-
ly to do some damage. Anything that will lift the chest and abdomen and tone the abdominal muscles will tend to relieve the hernia condition. It is well to keep in mind that in hernia cases there is a weak part and anything which strains that weakness can only do damage, therefore there should be a building up and avoidance of all compression on the weakened parts.

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*Athletic Goods Headquarters*

**BOSTON**

**MASSACHUSETTS**
THE COACH’S PERSONAL BUDGET

BY

CLARA INGRAM JUDSON
Budget Expert for the American Bond and Mortgage Co.

Mrs. Judson has done budgeting for the Federal Department of Justice, for the United States Treasury Department and for the Illinois Farmers’ Institute. The American Bond & Mortgage Company of Chicago offers its budget service free to the athletic coaches of the country. If you need help when making out a budget for your athletic department and your personal budget, write to Mrs. Judson.—EDITOR’S NOTE.

It’s one thing to budget the money for an athletic department and quite another to practice budgeting for one’s personal income. Perhaps the very moral responsibility one feels in the spending of institutional funds makes one lapse into an easy carelessness about one’s personal income. But certainly no one is in a better situation for getting the most possible good out of the budget than is an athletic coach.

In the first place, the income is fairly regular; that is, it is a salary and consequently a definite sum could be budgeted annually. In the second place, if a man has any ability at all, his income stands a good chance of increasing at least over a period of twelve to twenty years, and nothing so encourages a budget maker as an annual or bi-annual increase. Third, men associated with educational institutions find themselves in an environment where intelligent spending is viewed with respect and admiration.

On this page are suggested a few budgets for consideration in making out the one you expect to use for 1924. It will be noticed, that the allotment for advancement is relatively low and the allotment for savings is fairly high. The reasons are not hard to find. Any university neighborhood offers the coach advantages for little or no cost—advantages that cannot be obtained for any price in many other communities. Lectures, concerts, opportunity for getting books at libraries, opportunities for education of children and the like, come at less cost in your environment. The man outside has to pay dearly for the things that lie near your door.

$1800—NO FAMILY

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$3000—4 IN FAMILY

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On the other hand, the job of athletic coach is a relatively short time job. Do you know many men of sixty or seventy who are successful coaches? It is not likely. A man is a coach from five to twenty or twenty-five years perhaps, and wise indeed he is, if during the best of these coaching years he sees to it that a sizable cash reserve is steadily built up. Perhaps he will use this reserve for going into business, the way being open to him through some connection formed during his coaching years. Perhaps he will keep on coaching for many years, building up a reserve that will make him financially independent by the time he is fifty.

Some of the better investment houses offer opportunities nowadays that exactly meet this plan of building up a reserve capital. It is now possible by the investment of a relatively small monthly sum to build up a capital of $20,000 to $50,000 by the time a man is fifty or sixty years old. Only two things are needed to put through this plan for financial independence; first, knowledge of the plan; second, stick-to-it-iveness enough to see it through.

The business man carefully considers his raw products, his cost of manufacture and his selling cost, and then, deducting all such expenses, finds his net profit for the year. We who live on a salary can very nearly parallel his method with our own incomes. We can keep a record of all expenses, and then, deduct-

(Concluded on Page 44)
THE PACIFIC COAST FOOTBALL ASSOCIATION

BY

HUB H. HUEBEL

President Pacific Coast Football Association

Mr. Huebel graduated from the University of Michigan in 1913. He played quarter-back on the Menominee, Michigan High School team, the St. Thomas College team and in 1911 and 1912 on the University of Michigan Varsity team. He coached Rose Polytechnic Institute for two years but has been located in San Francisco since he stopped coaching. He is one of the founders of the Pacific Coast Football Association and officiates in many important games each season.—Editor's Note.

Following the abolishment of Rugby in 1915 in favor of the American Intercollegiate game as a major sport on the Pacific Coast, particularly in the San Francisco Bay region and the territory north, the officiating of football games was confined to a small group of a half dozen men who had learned the game in the East. The American game was not played in northern California from 1905 to 1915, and naturally men who knew the game well enough to officiate were out of necessity drawn from the few who had played football elsewhere. From time to time these men met together to discuss the various games and exchange views on the rules. It soon became apparent, from the experiences told by the different men that there was need of an organization which would enable them as officials to come to a uniform understanding of the rules and their interpretations, which would improve the standard of officiating. As a consequence a meeting sponsored by Andy Smith, present coach at the University of California; J. R. Klawans, Harry Braddock and the writer was called in the spring of 1919 at the Olympic Club, San Francisco, for the purpose of organizing an official's association. The result was the formation of the Pacific Coast Football Association, with headquarters in San Francisco. The territory as far south as Bakersfield and north to the Oregon line, as well as the state of Nevada, was included. This is a large territory when it is considered that Bakersfield is eight hours from San Francisco and Reno the same distance Chicago is from Detroit; the Oregon line also is a night's ride from San Francisco.

The first President of the Association was Harry Braddock, former Pennsylvania end. J. R. Klawans, who came from the University of Chicago and who was one of the founders of the Southern California Association, has been Secretary of the Association since its inception. Klawans has been the guiding spirit of the organization and is entitled to considerable credit for the work he has done.

The primary object of this association is to develop officials; to bring about a mutual understanding of the meaning of the rules; to assist in the upbuilding of American football and to help maintain the highest possible standards of the game on the Pacific Coast, particularly in the high schools. There were many
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institutions that were still playing Rugby when the Association was formed and needed to be converted to the American game. To make for better co-operation with the school and to further the interests of the game, each high school and college was elected to membership and invited to join the organization. Our work soon showed results and to the gratification of all, the American game was unanimously adopted in the high schools in 1921 and Rugby abolished on the Pacific Coast.

During the first two years of its existence, the association did in the main, development work. Perhaps our most difficult task was the development of a sufficient number of competent officials to keep pace with the growth of football. Owing to the scarcity of football men in this section our original enrollment consisted of only fifteen men, a number of whom had had no previous experience in officiating. Two years ago the membership was increased to fifty and at the present time it numbers eighty-five men who are listed as officials. Up to this year, the requirements for admission were more or less lenient and we were compelled to accept applications on their face value and struggle along with our work of developing competent men. Therefore all who are now members have grown with the association and have had an opportunity to learn the intricacies of officiating. The time has arrived when the association feels that sufficient development work has been done, and commencing with 1924 the weeding out process will begin. In other words, applications for permanent membership will be renewed and all applicants will be required to appear before an impartial examining board for examination on the rules and duties of officials. The details of this examination have yet to be worked out.

A rule was incorporated in the By-Laws this year which requires attendance of members at all weekly meetings. An absentee forfeits his rights to officiate in any games the following week. The only excuse accepted for absence is sickness or absence from the city, if members are officiating out of the city on the night of the meeting. This pertains mainly to high school games for which officials are selected by the secretary a week in advance. Officials for the Pacific Coast Conference games are selected by the Conference coaches at their annual spring meeting.

The work of assignments has grown to such proportions in the last year or two that beginning with 1923 the secretary was put on a salary basis commensurate with the work involved. In 1924 he will be assisted by a Selection Committee appointed by the President. The secretary’s salary is borne by the dues of the members (including those paid by the high schools and colleges). The dues were raised this year to take care of this expense; the dues of the high school representatives are higher than those of the officials, and those of the colleges higher than those paid by the high schools.

In the assigning of officials, the association endeavors to have experienced men work with those less experienced and this method has been valuable in developing some good men out of men who started with limited experience. The men of wider experience are selected by the colleges for the more important games in which the association takes no part except to make recommendations in cases of dis-
agreements. Quite often officials are exchanged with the Southern Association in Los Angeles for games in that section and vice-versa. Assignments are numerous and growing in number each year. In 1922, six hundred ninety assignments were made in northern and central California alone—this total will be exceeded considerably this year. This involves an endless amount of work and it is easily seen to what extent this association can assist the schools. We have not only been of assistance in furnishing men to handle games but have been instrumental in shaping satisfactory schedules for many of the high schools and we have placed at the disposal of coaches a source of football information.

Many interesting subjects come up at our weekly meetings, which are held alternately in San Francisco and Oakland during the season. Discussions of the rules, the interpretation of technical questions which arise in the games each week and the corrections of any faults or mistakes that might have occurred in any of the games the previous week. Officials are not infallible and the best of them "mis em" occasionally, which is only human after all. However, the thought is
constantly kept before the men to "be sure" and above all to be honest and fearless. The association believes that one of the main requisites of a good football game is the co-operation among officials. The control of more than one game has been lost through the lack of co-operation of one official or more, and we therefore urge at all times a definite understanding among the men who work together for the interests of the game and the name of the association.

The formation of the Pacific Coast Football Association is conceded by all to be one of the best moves ever made for the good of football on the Pacific Coast. The schools are now assured of honest and efficient men to handle their games in a fearless manner and are no longer confronted with the problem of obtaining desirable officials. It is quite noticeable to followers of football that there is now more co-ordination among officials and as a consequence games are being run with a smoothness that was lacking prior to the formation of the organization. Officials are also being treated with more respect than heretofore and are looked upon as the final judges of what takes place on the gridiron rather than some undesirable who is merely trying to assert his authority.

The founders of the Pacific Coast organization feel that much has been accomplished in the short space of five years, considering the conditions under which they have worked, which after all were entirely different from those in any other part of the country, and that their work has not been in vain.
Questions and Answers

Question—The quarterback runs toward the side line with the ball. When he is five yards back of the line of scrimmage he makes a forward pass which is completed. The defensive end tackles the passer while he is making the pass but does not throw him to the ground. The referee does not allow the pass and returns the ball to the spot where the pass was made. Was the referee right?

Answer—No. If the referee ruled that the passer was fouled under Rule 21, Section b, he should have penalized the team 15 yards from the spot of the foul.

Ques.—When will the competitions in the track and field events at the Olympic Games be held?

Ans.—The games will start July 5, 1923, and will continue for eight days.

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NINETEEN TWENTY-THREE
FOOTBALL

Each season certain styles characterize the offensive and defensive playing of the football teams of the year. What features may be considered characteristic of the playing this last season? Perhaps some of them are as follows:

First. Teams seem to be getting away from the shift commonly known as the Minnesota shift. In 1909 Dr. Williams of Minnesota introduced the maneuver known as the Minnesota shift and for a number of years his teams were highly successful. As a result some coaches followed his tactics and many not wishing to copy direct attempted to accomplish the same results by using different methods of shifting the men on attack. The last decade has been marked by the various shifts used by coaches on offense. This year, however, shifts have not been used so frequently and the plays have been started from simple formations.

Second. In the Middle West a great many teams have used what is called the "huddle" system of calling signals. In this the men all go back five yards and gather around the quarterback who calls the signals so that the other team cannot hear them. A great deal may be said for this system and a great deal against it. It is almost universally disliked by the spectators.

Third. There has been more old-fashioned end running this year than for some time.

Fourth. The pass has been used more as a legitimate method of attack and not so much as a luck play.

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Questions and Answers

Ques.—Team “A” makes an illegal forward pass which hits the ground. The defensive half-back recovers the ball, declines the penalty and keeps the gain.

Ans.—This is correct. The defense has a right to decline the penalty for an illegal forward pass and only a legal forward pass can become incomplete.

Q.—If on a forward pass a member of the defensive team bats the ball into the end zone, is it a touchback?

A.—Yes.

Q. In a case where a team has the right to decline the penalty a player of the team in question declines the penalty but the captain of the team accepts it. Should the referee follow the instructions of the player or the captain?

A. The captain.

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leave the game, his substitute must attempt the free throw or throws. If the player who has been fouled is to leave the game by reason of disqualification or for any other cause except injury, he shall attempt the free throw or throws before leaving.

With this rule in effect all coaches will, of course, perfect all their men in the art of throwing goals from the free throw line, because much will depend on the ability of all members of teams to throw fouls. Fouls will undoubtedly be committed on all players, therefore, all must be thoroughly trained to take advantage of these infractions by opponents. The committee feels that this new rule which has been urged by many for a long time will have the effect of games being won more nearly on the merit of team training and team play, rather than by individuals who happen to possess superior foul goal shooting ability.

Some may say that certain men will be fouled more freely than others because they are poor goal shooters, but this is hardly probable, because of the operation of the old four personal foul disqualification rule. It is felt that there will not be increased fouling, because the men fouled will be required to make the attempts for goals from the free throw line, for teams cannot afford to have men disqualified for fouling, or give players on the opposing team opportunities for goals from the free throw line. It is the sincere conviction of the committee that this new rule will be much more satisfactory than the old one.

The next important change in the rules relates to the awarding of free throws when a player is fouled in his own goal zone while in possession of the ball, or if fouled when in the act of shooting from outside his goal zone. In each of these cases the player so fouled shall receive two free throws. Only a player in possession of the ball in his own goal zone shall receive two free throws when fouled. If he is not in possession of the ball and is fouled in his own goal zone, the penalty is only one free throw. The new ruling adds an additional penalty.

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**THE ATHLETIC JOURNAL**

7017 Greenview Avenue

Chicago, Illinois
Basketball Rules Changes for 1923

This year for fouling a man in the act of throwing a goal. When outside his goal zone for such foul committed, the offended player shall receive two free throws.

A team that has worked the ball by clever passing and fine floor work into the scoring zone should not lose its opportunity for a shot for field goal by virtue of a deliberate foul by an opponent, punishable only by one free throw. Neither should a very clever player who has eluded his opponents by fast footwork, feinting, and dodging to get into his goal zone, which is also his normal scoring zone, be deprived of his attempt for a field goal by a deliberate foul committed by an opponent, punishable only by one free throw. To prevent a team or an individual from losing an opportunity to try for two points by virtue of a field goal shot, which has been justly earned, because of some deliberate foul due to the fact that the man committing the foul feels he has not lost much if he has saved the field goal, the committee has ruled that two free throws shall be awarded.

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For the same reasons the committee feels that a man in the act of throwing for goal from outside the goal zone must not be deprived of that shot on account of a personal foul being committed on him without punishing the offender, and at the same time giving the player who was in the act of throwing for goal some adequate reward. Therefore, under the new rule two free throws will be given a man so fouled when in the act of throwing for goal from outside his own goal zone.

Another important change was made requiring that the time of playing for boys of high school age shall be eight-minute quarters, and for younger boys, six-minute quarters. This was done because it was felt that forty minutes of real hard, fast, basketball is a little too strenuous and trying on young and immature boys. The strain on the heart, nervous system, and vitality of the young boys should be lessened according to the opinions of the committee, hence the shortening of the quarters two minutes each.

In order to avoid freak rebounds and freak goals being made, and have more uniformity, it was ruled that the ball is out of bounds when striking the edges or back of the back-board. In other words, only the face of the back-board is now in bounds.

With the idea that visiting teams might be working under conditions as nearly similar as on their home courts, it has been made a rule that baskets shall be nets of white cord, suspended from black metal rims. This regulation makes for standardization and uniformity. Leather nets and white metal rings are illegal.

The ball itself must be tightly inflated. A ball that is soft and loosely inflated is not legal under the spirit and letter of the rule.

Time out has been further clarified in the rules. Time out shall
now be taken when two or more free throws are awarded to one team, the same as when double fouls are called. When time out is taken in the case of two free throws on the same team, time begins again when the ball leaves the player’s hands for the last free throw.

The foregoing constitute practically all the changes in the rules of basketball for this year. It will be most interesting and instructive to note throughout the season the advancement of the game under these revisions. The committee works always with one big idea in view, namely, the improvement of the game for the youth of the entire nation, and, at the same time, with the hope of making basketball more standardized, more popular, more beneficial, safer, and freer from undesirable altercations.

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Testing for Results

In the November Journal the Pulse Rate Test as a measurement of physical condition was discussed. This is primarily a heart test. The Executive Committee of the Efficiency Commission of the National Amateur Athletic Federation has recommended the following events, rules and methods of scoring in Physical Efficiency tests. These are presented as representing the best thought up to this time on this subject.

Events

1. The Bar Vault.
   Start with both hands grasping the bar, one continuous motion required with no part of the body except the hands touching the bar; take off optional; one trial to be allowed at each height. Failure at three successive heights eliminates the contestant. It was recommended that eight heights be used in each test equally spaced for percentage.

2. The 100 Yard Dash.
   Method of taking time optional.

3. The Running Broad Jump.
   The take-off to be between two parallel lines on the ground, cinders or grass (a take-off board not allowed) two feet apart. Every jump made from between take-off lines to count and be measured from toe imprint to heel. The surface to be prepared to leave a plain imprint (lime or powder rosin is good). Each contestant allowed three trials, best jump to count. In other respects, the National Collegiate Athletic Association rules govern.

4. The Running High Jump.
   The number of trials and the method of spacing the cross bar to be the same as the bar vault.

Rules

1. That 80% be the percentage of representation in these contests. This suggestion does not prohibit any group of directors from determining upon some other percentage.

2. a. That one week be the limit in which to run off this contest.
   b. That all contestants must take part in all four events in order to score.
   c. That not less than two events shall be run off on any one day. This may be reduced for public schools to suit conditions of class hours, etc.
   d. That a definite date be set for the receipt of the returns of the contest, this date to be not more than twenty four hours later than the completion of the test; that a certified copy of the test be later sent by mail to the officer in each group authorized to receive them, these reports to be sent on blanks made out and furnished by the National Amateur Athletic Federation.
   c. That certification shall be made by some person appointed by the head of the institution concerned.
   f. That training periods shall precede all contests.
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This was strongly recommended and urged.

3. That no specialized clothing be required and that spiked shoes be barred.

It was recommended that the committee go on record as being in sympathy with pushing the events that have been adopted and that steps be taken to make additions or revisions as experience dictates.

Scoring Tables

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Suggested Aims for Sample Groups

Junior High School Graduation Standard, 12-15 years. Fair 40; Good 50; Excellent 60.

Senior High School Graduation Standard, 15-18 years. Fair 50; Good 60; Excellent 70.

College Graduation Standard, 18-22 years. Fair 60; Good 70; Excellent 80.

Varsity Athletic Standards. Fair 90; Good 100; Excellent 110.

The Standard table given above and the class grades suggested are primarily for males, although they may be used for girls and women.

Conclusion

The test as outlined is of value both in measuring the physical efficiency of individuals and of groups. In making the test competitive between classes or between schools interest may be added. The test as outlined was conducted in the spring of 1923 as a prize event among a number of colleges that belong to the National Collegiate Athletic Association.

The Coach's Personal Budget

(Continued from Page 29)

ing those from the total income for the year, can find out what our net profits are. Ask yourself how much money you made this year. Do you think of the total income? A man does not so figure his business. Your profit is the amount of money you have left after all your expenses are paid. Profit is the amount you have invested during the year. Figured on that true business basis, are you a ten or twenty per cent investment?

One thing is certain, however good or bad an investment you personally may have been last year, it is a safe guess that 1924 will turn up a better percentage of profit (money for investment use) if you plan ahead and use intelligent conservation of income towards the much prized goal of financial independence.
Coaching Basketball
(Continued from Page 13)

is the same as the overhand throw in baseball. Not a good pass.

5. **Hook Pass.** This pass is made over one shoulder and is particularly effective while stepping backward from a guard. It may be long or short.

6. **Bounce Pass.** The pass is made with one or both hands, preferably both, and is effective when closely guarded. It is best at short distances and must be made to bounce waist high and hit the floor at the guard’s feet. Practice only prevents fumbling, which usually results until the pass is mastered.

7. **Hand-Off Pass.** Used in the short-pass and pivot game. The player reverses and holds the ball at arm’s length with both hands for his team-mate to take. The ball must not be shoved at the receiver as the quarterback passes in football.

**Goal Shooting**

While there are many kinds of shots from various angles and positions that every player must master, in goal shooting there are a few general considerations. First of all, there always has been much discussion as to the relative merits of the “Chest or push shot” and the “Underhand or free-throw shot.” Suffice it to say that when closely guarded, the former is preferable. This reason alone precludes at least general floor use of the underhand shot.

Coaches differ as to the manner of executing shots because the differences in types of offense determine this factor. For example, in the short-pass and pivot game, where possession of the ball is retained until a player obtains an unobstructed shot, the type of goal shooting will differ from that where the offensive procedure is to pass rapidly the ball about until near the goal. Here the shot must be of the fast and quick variety.
Although the use of the wrists and fingers is advocated and volumes written about their employment, the following facts are important in basket shooting:

1. The shot must be well arched to prevent blocking.

2. The rebound, if the goal is not made, must permit good follow-up work.

In any event any player has a better opportunity of making goals when relatively unobstructed and can take his time. This is possible when the ball is passed among rapidly moving players and sooner or later the opportune moment is afforded one man. To include both points mentioned above, the player can hold the ball so that his fingers rest near its middle, and the palms, also resting against the ball, face inward toward each other. In other words, the entire hand rests against the ball and below, the sphere rests on the "Thenar eminences" of the hands, i.e., on the "heel" of the hand. The ball is held about chest high and the elbows are close to the sides.

As the shot is made the arms move straight upward in front of the face and follow through, so that the heel of the hand (thenar eminences) or base of the thumbs, direct and force the ball upward. This shot permits both a follow-through and thereby a high loop, as well as a "flat" rebound. A slight crouch may accompany the shot. Many players who use the fingers too much, with the resulting useless "English," can be corrected by practicing this shot.

The types of shots to be mastered, in addition to the chest shot, are:

1. Single Hand Push Shot. Either hand. This shot is to be used when the player comes in to the basket from either side and receives the pass beneath the basket so that the shot must be made from the opposite side. Here the fingers play an important role. The player should jump upwards and turn the body toward the basket so that the hand making the shot is placed nearer the basket (turn left when advancing from the left). The ball is merely caromed off the backboard without "English."

2. Hook Shot. Either hand. This should be made similar to the hook pass and the basket should be watched over the shoulder. Every man should make this shot with either hand.

3. Single Hand Lift Shot. Used when the player comes in at the basket from either side or front. Made from the same side on which the ball is received. The player should jump upwards and use either hand to lift the ball with the fingers over the rim or by slight rebound off the backboard.

4. Cross Shot. Should be used when the player is moving across the basket and is closely guarded. Example: If the player is moving towards the right of the basket and guarded on the left side, he should use his fingers and snap the ball with one hand (here the right; opposite, if moving in the opposite direction), and make the shot as one would throw a baseball. Very effective when closely guarded.

5. Tip-in Shot. Many games are won through the ability of a player to tip in a rebound. Here practice is essential. A player must time his jumps and run-in toward the basket and use his fingers and wrist in tipping or "slapping" the ball. It must not be slapped with the palm, but fingers only.

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A TIP-OFF FORMATION

WALTER E. MEANWELL, M. D.
Coach of Basketball at the University of Wisconsin.

This is the third of a series of articles that Dr. Meanwell is writing for this year's Journal. Our readers are familiar with his articles on "Stop-Turns or Pivots" in the January and February, 1923, issues. Dr. Meanwell is one of the few really great basketball coaches. His teams have been first, or tied eight times, second once and third twice, in a total of eleven conference seasons. In 1918-19 he served in the army of the United States with the rank of Captain. The next article will appear in the February Journal.

—EDITOR'S NOTE.

A Suggested Formation for a Team That Is Out-jumped at Center

The usual balanced formation, with forwards in the forward area and with guards normally back and on either side, is generally the most satisfactory one from which to execute offensive plays when the center is controlling the tip-off or when the team is securing the centerjump ball most of the time, regardless of which center taps it. When, however, a center is being consistently out-jumped or when under any circumstances, the opponents secure the ball more than half the time following the tip-off, other arrangements of the men should be considered.

Many coaches retain the balanced formation at the tip-off, even when they are losing the centerjump ball quite consistently. In this situation, they usually adopt a close guarding man-to-man defense, in which each player is instructed to smother the opponent, against whom he lines up. The object, under these tactics, is to prevent the opponents from passing or shooting accurately, following the tip-off, which is tacitly conceded to them, rather than playing the ball in an endeavor to secure it for one's self. The writer believes that such defensive play is unwise in this situation. Control of the tip-off is commonly valued at eight or ten points and therefore should not be conceded to one's opponents. Again, such defensive tactics are contrary to accepted psychology. Possession of the ball permits the exhibition of strategy and initiative on attack. Attack fosters morale, enthusiasm, spirit, drive and dash. This principle, accepted in military strategy, is fully as applicable to our fighting games. Opponents should be conceded nothing, much less the offensive; it should be recognized that possession of the ball is not alone essential to attack but is at the same time the most perfect defense known. For this reason I have never deliberately accepted the defensive. Develop a defense—and then try not to need it, is a sound principle.

Another formation frequently seen in the situation under discussion, and one which was used for years by a successful former West-
ern Conference coach, is as follows:

Both the guards and forwards are located on either side of their center and behind him, the entire team thus being in defensive territory. This, of course, the strongest possible line-up from a defensive viewpoint, is faulty in that it permits the superior jumping center of the opponents to tap the ball back to

mize the decided advantage associated with the possession of the ball by one's opponents. However, added defensive strength must not be obtained by the sacrifice of morale and initiative and the scoring possibilities of attack. Theoretically, the formation should provide primarily for defense—on the presumption that the opponents will probably secure the ball, but it should also provide in no uncertain way for offense, on the possibility that the team secures the ball. To this end, the formation should permit of the greatest concentration of men on the tip-off compatible with strong defense and their positions, in almost all cases, should be behind the ball. Furthermore, the formation should be such, that well organized plays may be readily executed from it should the tip-off be secured.

A well tried line-up, which meets all the theoretical and practical demands outlined, is an unbalanced formation, which has two variations. Each is equally satisfactory under proper conditions and the selection of the one to use should be made after due consideration of the physical make-up and other characteristics of the players, more especially the forwards. I employed these formations in the Western Conference in 1915 and from time to time since then I have used them when the lack of a jumping center made it necessary. They always gave good results both on attack and on defense. Conversely, my teams always have found these formations difficult to cope with when employed against them.

The line-up to be described in this article was spoken of to my teams and in other writings, as the (A) "Triangle, apex up" formation. The alternate line-up to be described in another article was known as the (B) "Triangle, apex back" formation—both names being

(Continued on page 28)
THINGS THAT GO TO MAKE THE GAME BETTER FROM AN OFFICIAL’S STANDPOINT

BY

FRED YOUNG

Mr. Young was graduated from Illinois Wesleyan University in 1915. He had the unusual distinction of having been captain of the basketball team for four years and of being chosen as all-conference forward for four years. His teams won the state conference championship twice and placed second twice. He coached for two years at Bloomington High School and at present is sports editor of the Bloomington, Illinois, Pantagraph. In addition to Mr. Young’s work as sports editor he officiates in Western Conference football and basketball games through each season and is recognized as one of the best conference officials.—EDITOR’S NOTE.

GROWTH of a spirit of fair play in college athletics and especially basketball has been marked the past few years, but there is still a big work to be done, and the big task as I see it is to educate the spectator. Of course, the coach and player will have to do their bit, too, and the official also can help by his attitude.

There are many ways in which this may be done, but the best way is through proper publicity. The athletic directors and coaches can through their college publications educate their students. Several coaches in the Big Ten Conference are already working along this line, running a series of articles on the changes in the rules and interpretations each year before the new season opens. It would be a wise move for every college and high school coach to follow out this plan.

This educational scheme should not, however, be confined to the college newspapers for they do not reach everyone. Most of the daily newspapers are more than willing to cooperate in helping any movement that makes for better sportsmanship in the affairs of our nation, and a trip to the sports editor will usually bring the desired results.

If the spectator knows that it is unethical to hoot the referee as is so common in our professional baseball, he is not so likely to take his wrath out on the official.

The attitude of both the coach and players is also very important if the crowd is to be educated along the lines of fair play and good sportsmanship. If the coach is in the habit of doing a flip-flop every time the official fouls one of his men, then the spectators are likely to be more easily excited, and many a crowd has been “egged on” to use the parlance of the street, by the actions of an excited coach.

A majority of the coaches in this day and age are educating their men to be good sportsmen, but some are failing to put the time that they should on the rules and interpretations. A certain portion of the training period, at least, at this time of the season, should be spent on rules and the code governing play.

The attitude of the players is even more important than that of the coach because they are in full gaze of the entire audience and continual complaints, “whining” and “crying” are sure to bring the wrath of the crowd on the official.

(Continued on page 46)
OFFENSIVE TACTICS IN BASKETBALL

BY

RALPH JONES

Ralph Jones is Director of Athletics at Lake Forest Academy where he has been unusually successful as a coach of football, basketball and baseball. He was basketball coach for eight years at the University of Illinois and before that had a splendid record at Purdue and Wabash. This is the second of a series of articles he is writing for the Journal.—EDITOR'S NOTE.

THE first three plays of this article are a continuation of the same system as given in last month's Journal and are figured to be used against a five man defense in which the first defense men take the first men in near them, figuring on the guards advancing when necessary.

Play 4

Number 1 cuts around his man, Number 2 does the same on his side. Number 3 hesitates, then darts forward to receive a pass from Number 4 and takes a long shot. Numbers 1, 2 and 3 follow. Number 4 stands still and watches for a back pass or tip out after the shot. Number 3 can whirl and return the pass to Number 4, cutting behind him. Number 4 may take as he can and shoots. Numbers 1 and 2 help follow the shot. Number 4 hesitates, watching for a back pass or tip after the shot. Number 3 may, instead of shooting, dribble as far as he can, turn his back into an opponent and pass back to Number 4, cutting behind him. Number 4 may take

Play 5

Numbers 1 and 2 cut around their men, Number 3 circles around back of Number 4, receives the ball and dribbles as far

Diagram 4
This requires a great deal of practice but often works against a hard guarding team when everything else fails as two opponents often bump together or are cut off by Number 4.

The three plays described in the December Journal and the three plays just described, the

Diagram 5

writer suggests are good plays to use in working through a five man defense.

Diagram 6

Play 6

Numbers 1 and 2 cut around their men. Number 3 cuts at the man in front of Number 4 and throws his back into the man, receives the ball from Number 4 and bats the ball to Number 4 cutting behind him. Number 4 dribbles and shoots or fakes to shoot and works the ball in with short passes. A double exchange often works here. That is, Number 4 passes to Number 3 who bats the ball back to Number 4 cutting behind him. Number 4, as he gets the ball, pivots and practically hands the ball to Number 3 cutting close to him.

Ques.—Team “A” makes a long run for a touchdown. Before the runner crosses the line a member of his team clips and the man clipped slugs him.

Ans.—Disqualify the man who slugs, disallow the touchdown, penalize the team that slugs one-half the distance to the goal.
HOW TO PLAY WATER BASKETBALL

BY

E. J. MANLEY
Swimming Coach and Director of Intramural Athletics at the University of Illinois.

Mr. Manley has written a series of articles for the Athletic Journal. The first was "The Crawl Stroke" which appeared in the June issue, "The Side Stroke" in the September number, and "The Breast Stroke" in the October Journal and the Inverted Breast Stroke in the November and December issues.—EDITOR'S NOTE.

WATER basketball is a game played by two teams consisting of six men each, whose object it is to cage through the opponent's basket a fully inflated leather covered ball seven to eight inches in diameter. The baskets are stationed at each end of the tank. Marks, called the fifteen foot lines, shall be drawn on the sides or across the bottom of the tank fifteen feet from the ends. A line shall also be drawn across the center of the tank.

At the start of the game, the men line up at each end of the tank. The referee stands at the center of the line along the side of the pool and starts the play by the sound of the whistle when he throws the ball exactly in the center of the tank. The six men of each side at the sound of the whistle jump into the water. Three men should go forward and three should stay back and form the defense. If one of the forwards secures the ball at the start of the game, he should toss it to the goal keeper or one of the backs in order to draw his opponent's forwards down, and at the same time to allow his own men plenty of time to gain their positions forward in the tank.
Extracts from National Collegiate A. A. Rules

“The time of the game is sixteen minutes with eight minute halves and five minutes rest. In case of a tie an extra three minute period shall be played. If the score is still tied at the end of the first extra period, the teams shall change ends and play another period of three minutes. If at the end of the second extra period the score is still tied, the game shall be called a tie game.”

The ball should be kept on or near the surface of the water. Swimming under the water with the ball is a foul unless the person with the ball is tackled and pushed under by an opponent. Players may push off the ends

and sides of the tank and swim under water when not in possession of the ball. This makes trick plays possible. If a swimmer is pushed under the water, he must come to the surface within eight feet of the place where he was submerged. When the ball goes out of bounds, it goes to the opposing team at the spot from which it was thrown. The player who receives the ball from out of bounds must pass the ball to one

of his team-mates before a try for goal is permitted. He shall have five seconds in which to throw the ball. The team line up at the edge of the tank after each field goal, after a successful free throw, and after free throws from double fouls. If a free throw is not successful, the ball is in play except in the case of a double foul.

Scoring. A field goal counts two points and a free throw one point.

Fouls.

1. Technical fouls consist of the following:
   a. Holding onto the sides of the pool when in possession of the ball.
   b. Interfering with a player who is trying for a free goal.
c. Holding an opponent under water after he has let go of the ball.

2. Personal fouls consist of the following:
   a. Striking.
   b. Tackling a player not in actual possession of the ball.
   c. Unnecessary rough play.
   d. Intentionally kicking a player. A player may use his legs as in a back stroke in swimming away from an opponent but he should not intentionally kick him. If he does, it is a foul.
   e. The use of oil or grease on the body constitutes a foul and is considered unsportsmanlike.

When the ball lodges between the ring and the back ground it shall be thrown up between the two opposing players nearest to it. All fouls are thrown from the fifteen foot line. Holding on the sides of the tank for the purpose of resting is permitted when the player is not in possession of the ball.

The Ball

The ball should always be passed high as the pass may be intercepted by an opponent. In securing the ball, the player should never grab at it for it is impossible to grip it. He should slide his hand under the ball with the fingers well spread, and with the palm turned upward as in Illustration 1. As the ball is resting in the palm he should flex his wrist, turn his hand inward and draw the ball to his side well under the arm pit. In this position the arm will be circled around the ball with the palm of the hand on top of the ball, as in Illustration 2. Holding the ball in this manner under the arm rests the swimmer as the ball will act as a buoy and when he is attacked by an opponent, he has the ball protected and furthermore has free use of his other arm to ward off an opponent as is shown in Illustration 2. In getting rid of the
ball for a pass or a throw from this position, the player should press down on the ball with his fingers well spread; he should turn his hand outward but should keep it under the ball. Simultaneously with a sideward motion with arm outstretched, elbow slightly bent, he should throw the ball backward. This movement will bring the arm in back of the

swimmer with the ball resting in the palm of the hand which forms a pocket, as in Illustration 3. In throwing the ball, the swimmer should scissor with his legs and press downward with the other

An effective method of taking the ball away from an opponent in possession of it is as follows: When an opponent in possession of the ball is using the stiff arm the man on defense should grasp the extended arm at the wrist with his left hand and then pull the opponent forward, in the meanwhile using the scissors kick. This sudden movement will cause the opponent to lose his balance and thus the man on defense can get behind the other.

As the pull referred to under Illustration Six is executed, the defensive man should release his hold on his opponent's wrist and then should place his arm in back of his opponent's head and neck and should spread his legs as shown in the illustration above.

As the pull referred to under Illustration Six is executed, the defensive man should release his hold on his opponent's wrist and then should place his arm in back of his opponent's head and neck and should spread his legs as shown in the illustration above.
pass, he should extend his arm upward, allowing the ball to strike the palm of the hand. The hand should be turned down to allow the arm to give as in catching a ball. This will cause the ball to drop dead.

Dribbling or swimming with the ball. The player should place the ball in front of his head and use the over arm stroke and attempt to strike the ball about the region of the bend of the arm with every stroke. As the arm is straightened to enter the water, it will cause the ball to shoot forward.

Qualifications of the Players

The coach in organizing the team must choose men who are exceptionally fast. They must be men of great endurance and perseverance, keen to grasp every opportunity. It is true a coach may have his plays and formations but the guarding and manner of playing of the opposing team will often wreck his plans. When this occurs the coach and members of the team must size up the situation and be ready to change tactics. The men must be able to tread water untiringly; they must be able to apply different holds and be able to break them; they must be able to handle the ball well by dribbling, passing and in shooting baskets. A man who is timid about getting his head under water will never make a successful player for it is a game of give and take. It is a game which requires everything which goes with swimming.

1. The right forward or fast man, who will attempt to get the

ILLUSTRATION 8

This shows Mr. Manley after he has completed the movements described in Illustrations Six and Seven. He has thrown his arm around his opponent’s head and neck and has secured a leg scissor hold around his body. This will cause the opponent to relinquish his hold on the ball.

ILLUSTRATION 9

This illustrates the backward pass. As the swimmer approaches the ball he thrusts his arm forward, turns his wrist in and places the palm of the hand under the ball. The throw is executed by turning the body with the throw; at the same time the arm is lifted up and to the side with the elbow bent. The body turn is accompanied by a downward pressure of the left arm in the water and a scissor kick with the legs. This enables the swimmer to get his throwing arm and shoulder above the water. At the moment when the ball is snapped from the wrist the arm should be straightened.
ball should be the fastest man on
the team and should be able to
shoot baskets at short range. He
must be able to shoot quickly and
must be well trained in stiff-arm-
ing and getting away.

2. The left forward or quarter
forward should also be fast. His
duties are about the same as the
right forward's. He will try to
play in the rear of the right for-
ward and his stations, when rest-
ing, will be on the left side.

3. The center forward is one
of the hardest positions on the
team. This man is constantly
trying to outwit the opponent in
getting free for a pass. He must
have the ability to make long
shots for baskets.

4. The center back's position
is equally as hard if not harder
to play than the center forward's.
This position requires a tremen-
dous amount of endurance and a
lot of swimming ability. When
his side has the ball, he is at
times required to go forward to
help score. He is often called on
to feed the forwards, watch for
short passes in the middle of the
tank and he must break up plays
and keep the ball forward.

5. The quarter back must be a
man who is a good swimmer and
a man who can guard and tackle
well. He should never allow the
opposing forward to get too far
away from him and he should
keep the ball out of dangerous
territory.

6. The goal keeper must be a
man with a great deal of deter-
mination and fight. He must be
able to use all holds well, espe-
cially the leg hold; he must have
a strong throwing arm so that he
can throw the ball to the for-
wards when necessary.

Training

Every man on the team must
be in the pink of condition and
each man must do his part in or-
der to have a winning team. In

starting training, much time
should be spent in swimming for
speed and endurance. It is well
to start in on short swims and
gradually work up to a half mile.
Blackboard talks explaining the
different formations are neces-
sary. The six men should go
through formations without op-
position so that each man may
become familiar with his position
as well as with passing the ball.
It is well to work all plays so that
they will criss cross. The idea is
not to have all of the men on one
side. Much time should be spent
in practicing basket shooting and
in treading water. It is well in
training to take short walks and
runs in the morning to fill the
lungs with fresh air. After a hard
practice the player should go to
the training room for a rub down.

A good plan in coaching the
team is not to have too many set
formation plays. Diagram Num-
ber 1 is a strong formation from
which a great many variations

(Continued on page 44)
THE FUTURE OF THE GAME

The competitive spirit in athletics is growing more and more intense. This is to be expected as success is magnified by the great interest now taken in collegiate sports and especially in football. It is hard enough to lose and keep smiling in any kind of a contest, but it is even more difficult to lose in the presence of fifty thousand spectators. Many a coach who can lose a golf or tennis match gracefully is the poorest kind of a sportsman when his team loses to a rival college in the big game of the season. When stories charging that the opposing team played rough football or that the officials were not fair appear following a game, ninety-nine times out of a hundred these stories may be traced back to the poor sportsmanship of some student editor, to some member of the athletic staff, who was disappointed in the score, to some sportswriter or to some local gambler. In a Western Conference game this last fall the ball was punted; it hit a defensive line man and rolled across the goal line where the center on the kicker's side fell on the ball for the touchdown that won the game. After the game a number of the followers of the losing team disputed the official's decision that the ball had been touched by a member of the defensive side, but the argument ended abruptly when the coach of the team that lost came up to the official and said, "You worked a good game. I did not see the ball hit one of my men but I heard it and I am satisfied." Of course the bleacher officials immediately subsided. A small man under these circumstances would not have backed up the officials but would have claimed that he had lost through no fault of his own, but because of poor officiating.

As coaches we sometimes complain because our profession is not rated so high as we would have it and yet we are chiefly to blame if this is true. The coach who says derogatory things about his rivals, the man who blames the officials for his defeats and the coach who lets himself be drawn into a newspaper controversy with another coach is a detriment to the game. There will be occasions when an official will prove incompetent. Where this happens the coach who has chosen that official or has agreed upon him owes it to the game to abide by the decisions rendered by the official. Of course he will not be compelled to accept him for games another year but if he announces this immediately following the game in which the official works, the public will consider that he is providing an alibi for his defeat.

There will be times when relations will become strained between two institutions and when the coach will feel that he does not desire to meet a certain team the next season. Under these conditions it is
far better for all concerned if no announcement be made immediately following the game where differences of opinion have arisen. As a rule grievances do not appear insurmountable a month or two after the season has closed, provided there has not been a word war. When a coach is found, and there are many of them, "who can keep his head when all about him are losing theirs" he is a credit to the game.

Football is gaining each year in popular esteem and in standards of sportsmanship. This is because the coaches of the country are big men and are doing a splendid bit of educational work. The future of the game is in the hands of the men who direct those who play the game. The Football Coaches' Association is striving to elevate standards of coaching. The poor sportsmen among the coaches are in the minority. The Journal views the future with optimism.

COACHES' SALARIES

The matter of salaries of coaches is now being discussed pro and con; pro so far as the coaches are concerned and con by many who feel that they themselves are underpaid. If the facts were known there are probably not fifteen men out of the fifteen thousand who are coaching athletic teams in this country who are paid at the rate of ten thousand dollars a year. The maximum yearly incomes derived from their professions by many doctors, lawyers and other professional men who are recognized as being preeminently successful will run into six figures. The writer has yet to learn of a coach who has made enough money by coaching to enable him to retire and live on his income. The princely salaries of coaches and movie actors are more or less mythical. At least this is true of coaches' salaries. In the meantime, if any one envies the coach let him change his profession and get into the game. If he does and becomes successful he will earn all of the money that he may be paid.

HOLIDAY GREETINGS

The Editor would like to wish every subscriber a Merry Christmas and a Happy New Year in person, but this is not possible. When the Journal was started it was with the idea that there was a place for a coaches' Trade Journal. The Journal is published for the athletic coaches in the schools, colleges and Y. M. C. A.'s. If this magazine has helped you in your work, it is worth all the time and effort which it has cost. We believe in coaching as a profession, we believe in our sports and we believe in you. We are personally interested in every man who is serving the youth of America through the medium of athletics and it is our desire to assist you in the things that you are doing to the best of our ability. So, again, we extend to you the greetings of the Holiday Season. May Nineteen Twenty-Four be rich in accomplishments and a pleasant memory in years to come. Give them the best "you've got" and, if necessary, come back for more, but anyway give them the best "you've got."
MODERN STADIA

By John L. Griffith

The last five years has been a period of stadium construction in the schools and universities. Before the war many institutions boasted of athletic fields with wooden stands for the spectators and a few of concrete stadia, but today nearly every university has a modern stadium. Many of these structures have been built so that they will stand for a century.

The chief purpose of building these playing fields on an elaborate scale is that the increased interest in athletics, especially in football has created a demand for stands that will be ample to provide seats for the students, alumni and the general public who may desire to see the games between rival colleges. In other words the economic rule of supply and demand has governed in this human problem as it has governed in so many of the problems which pertain to our other social activities.

The question has frequently been asked whether or not we are building on too large a scale. This is a fair question and should be fairly considered. Primarily it presents a problem for the student of economics. No doubt some fields are larger than necessary. Some towns have been laid out with a view to future development and for some reason or other the growth did not measure up to the dreams of the founders. On the other hand, in most of our cities the streets are too narrow and the business sections too congested. It is seldom that school boards build school buildings large enough to provide

The Los Angeles Stadium
adequately for future growth. As regards the building of a stadium these things should be considered: First, how many times during the year will it be filled to its capacity? It is desirable to have fields so small that there will be a "sell-out" once a year at least, because then it is easier to secure an advance sale of tickets. Nothing succeeds like success and it is according to human nature for people to want some.

Ohio State Stadium
buying his tickets until the day of the game the average man is less apt to attend.

Second, will the interest on the principal invested be greater than the benefits which will accrue. Looking at this from a financial basis it is a simple matter to figure the interest and then estimate how much money is lost during the season due to the fact that it was necessary to return checks after the tickets were all sold. Of course, it should also be considered that possibly some people did not send in ticket orders because they were afraid their orders would not be filled. If an attempt be made to compute benefits of another kind than financial the question becomes more difficult. This is due to the fact that it is impossible to compute returns in terms of recreation, stimulation, morale and morals.

Third, can the stadium be used not only for the varsity games but also for all university gatherings and for intramural athletics? Most of the stadia now being constructed provide for running tracks, basketball courts, hand-ball rooms and gymnasium facilities in the area under the seats. That is, the plane composed of the tiers of seats constitutes a roof for the play area underneath.

A few years ago when we learned from the draft figures that one-half of our boys of military age were (Continued on Page 44)
ATHLETIC INJURIES

BY

GEORGE T. STAFFORD

Under the subject of "The Physical Director or Coach in the Field of the Physical Subnormal," Mr. Stafford, who is Assistant Professor of Orthopedics and Physical Diagnosis at the University of Illinois, has already contributed articles for the May, September, October, November and December Journals. Specific Injuries in Athletics will be discussed by Mr. Stafford in the February issue.—Editor's Note.

His article is written with the idea of acquainting the physical director or coach with some of the common injuries which come up in the day's work, with the treatment necessary and with some of the principles in the treatment. The writer wishes to lay stress on the fact that this article is for the most part a review of the subject of injuries as presented by various authors of orthopedic literature in this country and abroad. Surgical details are omitted as far as clarity allows and only the phases of the subject which concern the physical director or coach are given. Simple first aid procedures will not be included.

Principles:

Injuries to joints and muscular attachments should be viewed in the light of their mechanical arrangement and the treatment should be based on the mechanics of the part injured. Valuable time is often wasted in securing useless appliances for treating an injury, when a simple problem in physics is the only thing of which one needs to think. This is brought out when we consider the bones as levers of the body and the muscles the force which moves the lever.

An accurate diagnosis of the injury is the first essential to successful treatment. Experience is necessary to a large extent but it does not excuse a person from a hasty diagnosis. Sprains which are really fractures are sometimes treated as sprains. The result is often a permanent loss of function of the joint involved. The use of the X-Ray cannot be urged too strongly. Of course the history of the case will determine in many instances the nature of the injury, but this should not be carried too far. For the coach's own protection and for the protection of the patient who is under his care, it is better to err on the side of having too many X-Ray pictures taken.

Fractures. The treatment of fractures does not come in the work of the coach or physical director but it is well for him to know a fracture when he has one before him. The general symptoms are as follows:

1. Deformity.
2. False motion.
4. Loss of function.
5. Crepitation (grating).
6. Inflammation.

Immediate treatment of fractures:

1. The injured part should be rendered immovable by a simple splint or a wadding of cotton, cardboard, etc. Uniform pressure and protection are essential. Then the doctor should be called.
2. In case transportation is necessary, jarring should be avoided.

3. The coach should avoid "trying" to reduce the fracture—it is not his job. If the patient shows a fever, cold applications should be applied to the head.

The physical educator's work begins where the doctor leaves off. The doctor reduces the fracture and immobilizes the part. The physical director is directly concerned in getting the patient back to normal, i.e., restoring normal function to the injured part. The opinion today is that too long retention in a cast is often worse than the injury. Early massage (light) and passive movement will promote better nutrition in and around the injury and diminish the amount of stiffness due to immobilization.

Doctor Moorhead in "Traumatic Surgery" says, "Splints allowed to remain undisturbed over three or four weeks (femur excepted) are almost certain to cause stiffness and atrophy inversely proportional to the length of their application." Baking, diathermy and passive exercise are needed to relieve the adhesions and prevent wasting of the muscles due to disuse and immobilization. Voluntary exercise should not be attempted until the bones have positively united. Failure to adhere to this rule may cause a separation of the bony fragments.

Dislocations. These should not be handled by the physical educator if it is possible to secure the aid of a doctor. The symptoms are as follows:

1. Pain (depending on the location of the injury).
2. Disability and deformity. (Generally limited, painful action.)
3. Swelling or depression.
4. Discoloration.

The reduction of the dislocation should be done as soon as possible. The after treatment is generally given by the physical educator. Immobilization is not necessary for so long a period as in fractures. A light retention apparatus such as a sling, bandage or adhesive may be worn not longer than two weeks. (Adhesive is objectionable unless applied over gauze because of the irritation to the skin unless it be removed at least once every three days.) Massage, diathermy or baking, should be started the day following the injury and continued for at least three weeks. Passive motion should be given after one week and by the fourth week active exercise of a light nature should be indulged in. The use of hot and cold water is very helpful in restoring tone and nutrition to the injured part.

Sprains—Every variety of joint is liable to sprain but those which depend on ligaments for support are more apt to be sprained. For example, the ball and socket and the hinge joints are less liable to sprain than the knee or ankle or shoulder joints. Sprains and other injuries deplete the strength of a team and too often in the desire to get the man back into the game, he is referred to a chiropractor or bonesetter who always finds "something out of place" and resorts to some movement for relief. Many cases require rest and immobilization for complete recovery.

A sprain or strain is caused by movement of a part beyond the normal physiological limits, causing an injury to the tissues surrounding the joint. Whitelocke describes a simple sprain as, "Only those cases where, as the result of some external violence, the soft parts are overstretched or torn across, and in which no gross lesion of the bone is to be
The symptoms are as a rule:

1. Swelling, especially over the site of the injury.
2. Pain, generally felt at once and intensified by movement.
3. Discoloration in proportion to the bleeding of the torn vessels. This discoloration is of a reddish variety which later changes to a bluish and often a yellow.
4. Poor function of the part. (Swelling, pain and stiffness usually are the cause.)

Many so-called "sprains" are really slight fractures. The ligaments are put on stretch beyond their physiological limits and a tear of the surface or periosteum of the bone results in a sprain—fracture. Many times it is a sprain with a fracture near the sprain. Careful diagnosis becomes necessary to eliminate the possible fracture before deciding that the injury is "only a sprain." A sprain-fracture requires rest till bony union has taken place (generally about ten days). Then the part may be treated as for a sprain. Exercise may be used only after a complete union of the bones has occurred.

General treatment of a sprain: Opinions are divided as to whether hot or cold applications should be used. For general purposes, it is best to use cold if the patient can be treated IMMEDIATELY after the injury. Otherwise, warm (not hot) applications are advised. If the cold treatment is used, the procedure should be as follows: Cold applications should be used until the swelling and acute inflammation has subsided. This should be followed with the rest treatment in the form of immobilization by an adhesive strapping or better still, by cotton-wool one inch thick rolled around the joint or cut to fit the part, and wrapped tightly with two-inch gauze or crepe bandage, allowing at least one inch of the cotton to protrude beyond the bandage. The cotton allows pressure without restricting the circulation.

Where warm applications are used, one must remember that a pathological dilatation is present due to the bleeding beneath the skin and further heat only increases the dilatation by a physiological dilation due to the heat drawing more blood to the part. Therefore it is necessary to follow the warm application with cold or massage to relieve the congestion. The remainder of the treatment is the same as that which is used where cold is applied entirely. The firm bandage of gauze over the cotton serves as an elastic bandage of even pressure, without restriction of the blood supply. It further assures immobilization and rest and promotes absorption of the fluid which has collected in the part and finally it checks the hemorrhage.

Dr. Whitelocke advises that the bandage be removed in about six hours so that the injury may be thoroughly re-examined and so that absorption may be hastened by the pressure and relaxation influence due to the applying and removal of the elastic pressure. For the first three days he advises the removal of the bandage once every twelve hours for the same reason. Immobilization should be done with the joint in a position of rest rather than with the joint in a strained position. This applies especially to the knee. If the bandage is applied with the knee perfectly straight thorough rest will not be had. With the knee very slightly bent, a natural attitude of rest allows complete relaxation. Hot and cold applications, diathermy and voluntary movement are advocated after the first day.
procedure hastens absorption and increases the nutrition to the injured part. Massage of a light nature may be used after the third day.

Strains: A strain is an injury of a less degree than a sprain and is generally unaccompanied by swelling. It is caused by a sudden violent stretching of the parts about the joint or the tendon itself. The common symptoms are stiffness and pain and impaired function. Absolute rest is needed for recovery. Strappings of adhesive assure the rest and immobilization.

As soon as pain is absent (usually three days to a week, depending on the part and the extent of the injury) slight voluntary movements, massage and hot and cold applications may be used to advantage. It is well to use caution for at least three weeks to avoid any movement which experience teaches to be painful. Any movement which causes continued tearing on the torn part will naturally prevent its healing. A stop strap is often placed above the muscle or tendon to prevent full function of the injured part.

General principles:
Passive motion is not advocated for sprains so much as in fractures and dislocations. Passive motion is valuable to assist in restoring a part to its natural position.

Sprains with fractures are helped by passive movements preceded and followed by heat and followed by massage.

Active exercise is used for sprains. The gentlest form is used at first and then only on adjoining parts and finally on the injury itself.

In breaking down adhesions, it is best to have this done by a doctor and the patient under an anesthetic. When adhesions are broken down without an anesthetic, muscle spasm interferes and often the muscle in spasm is injured. Adhesions should not be broken when pain or discomfort is felt in even a limited range of movement. If there is no discomfort, the difficulty is outside of the joint and the adhesions may be safely broken down.

For a more detailed study of this important phase of physical education the following books are recommended:

Orthopedic Surgery, by Jones and Lovett. Wm. Wood and Co.
Adhesive Plaster. Johnson and Johnson, New Brunswick, N. J.

Wrestling Coaches: Attention

Paul Prehn, Inter-allied champion, wrestling coach at the University of Illinois, announces his new illustrated book on wrestling. Sold by

Student Supply Store
Champaign, Illinois
The Objectives of Physical Education, the Plan of Organization of a Department and Tests for Results have been discussed in the preceding articles on Organization and Administration. Some of the problems of the Director of the Department will be treated in this and succeeding articles.

Equipment

The construction of Stadia, Gymnasia, Tennis Courts, Play Fields and Running Tracks presents a special problem for study, which will not be considered under the head of Equipment. Articles dealing with these subjects will appear later in the Journal. For the present, equipment will be understood to include the articles used by those who are enrolled in the various physical education activities.

Factors in Buying

The three things to be considered in buying equipment are quality, price and service. It does not pay to buy cheap equipment. Looking at this from the standpoint of the athletic teams, for instance, good equipment is better than poor equipment not only because it lasts longer and gives better service to the users than shoddy equipment, but further teams that are outfitted with neat fitting garments made of good material present a far better appearance than teams otherwise clothed. An athletic team that represents a school or college not only should by its conduct on and off the field reflect the traditions and ideals of their alma mater, but further should be dressed neatly and in a manner worthy of the institution they represent.

The most expensive equipment is not always the best, but it is reasonable to believe that good material cannot be purchased for a song. The good buyer is the one who insists on quality first and then knows what he should pay for the goods in question. Some managers think that they are good buyers if they always buy the cheapest goods while in fact they are probably very poor purchasing agents. If the coach who is buying equipment is unable to judge textiles and material accurately, and not many have superior knowledge of woollens, leathers and other materials used in the manufacture of athletic equipment, it is well to buy articles that are guaranteed by a reputable house or manufacturer. Regarding the matter of judging materials a coach was once planning to buy worsted honor sweaters for his football team. He showed the sample to some of the members of the team, but they were dissatisfied with the quality of the sweater that he had shown them. Consequently he suggested that the boys themselves go down town to the local sporting goods store and pick out the garments which they desired. They went to the local dealer who showed them a full worsted sweater, one that was a worsted and woolen combination, one made solely of wool and one made of wool and cotton. He did not give them the prices and the boys chose the sweater made of cotton and wool. The coach saved money on his purchase, but the boys eventually regretted the selection that they had made.
Who Wears 'em

What WE say doesn’t count, but what these experts say about the Converse Crepe Sole “HICKORY” means much.

Read these voluntary endorsements and you will see that, after the most critical tests, leading coaches pronounce the “Hickory” perfect. They would make no change in design or construction.

Crepe soles are an innovation, the merit of which for basket-ball is still to be proven, so in spite of these splendid recommendations from such eminent authorities, we feel that an accurate estimate of their real merits can be determined better after an entire season’s play.

However, these whole-hearted endorsements are especially significant at this time when so many inferior and untried basket-ball shoes are on the market.

Converse All Star, Non-Skid, Professional and Featherweight are a demonstrated success.

THE HICKORY WITH CREPE SOLE

The Hickory is pressure cured and designed to deliver maximum comfort, efficiency and service under the most exacting conditions.

We recommend that you give this new Converse Crepe Sole shoe a trial.

Converse Rubber Shoe Company
Chicago Boston New York City
READ WHAT THEY SAY:

JOE FOGARTY

Head basket-ball coach Yale University, winners of Eastern intercollegiate championship 1923, says:

"Your Hickory basket-ball shoe with crepe rubber sole is the best basket-ball shoe that has come to my attention in the past twenty years. It is a pleasure to use a shoe that combines in such degree lightness in weight, perfect traction, and excellent wearing qualities."

NAT HOLMAN

Member of the "Original Celtics" of New York City and author of "Scientific Basket-ball," says:

"I have been using your Hickory basket-ball shoe and it is unquestionably the most satisfactory one I have ever used. Its salient features are light weight and a construction which permits quick stopping and turning without slipping. I recommend this shoe highly to all professional and collegiate players.

NELS NORGREN

Varsity basket-ball coach, University of Chicago, says:

"For lightness and ability to stick to the floor, the Converse 'Hickory' shoe is the most satisfactory that I have ever used."

PROF. C. W. SAVAGE

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The frontispiece of this magazine shows Capt. Gibson of the University of Wisconsin basket-ball team, equipped with Converse crepe sole "Hickory" shoes.

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The leading manufacturers of sporting goods equipment make honest merchandise and sell to the school and college trade at reasonable prices. It is well to remember, however, that some jobbers or dealers sometimes sell what is called seconds for firsts. Seconds in the language of the sporting goods business is a term, which applies to defective goods or to articles that are not quite up to the specifications called for in the manufacture of the best grade of equipment. Some manufacturers specialize in the making of only the best grade of merchandise while some feature the manufacturing of second grade goods. There is nothing dishonest in making moderate priced equipment. We cannot all drive Cadillac motor cars. The salesman, however, who sells goods of medium quality for the top price has not been honest with the buyer. It will pay the coach who is desirous of getting the best returns for his institution's money to make a study of athletic equipment. While not many will be interested in drawing up specifications, the following specifications used by the United States Army in purchasing baseballs are presented as an illustration of what is meant by specifications:

Baseballs—To be regulation size which is not less than 9 nor more than 9 1/4 inches in circumference; and weigh not less than 5 ounces avoirdupois; to measure not less than 1 1/16 inches in diameter and to weigh not less than one ounce-ball to be made of the best woolen yarn which must not contain more than 10% cotton—ball when wound to about 3/8 its size to have one heavy coat of best rubber cement, or a thin leather cover firmly sewed on—then finished with woolen yarn to about full size—then a wrapping

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What to Buy

It never pays to buy cheap material. Quality rather than price should be the determining factor in buying athletic equipment. At the same time it is not always the most expensive article which is the best. The reasons why a manager should buy good equipment are the following: first, it is cheaper in the end be-
cause it lasts longer; second, the men on the team appreciate good equipment and they will respond if they are equipped well but not necessarily extravagantly; third, a team which looks neat on the field is a good advertisement for the school which it represents.

**Placing the Order**

Before placing an order for equipment the buyer should first of all take an invoice to see how much stock he has on hand. He should then estimate the needs for the season. When the order is placed it should be written and a copy of the order kept for the buyer's files. Some managers give verbal orders. This is a mistake. The larger universities and high schools make use of order blanks and order in triplicate so that the buyer can keep a record and the invoice can be submitted on the third form.

**A Tip-Off Formation**

(Concluded from page 4)

descriptive of the position only of the men located back of center. A more terse nomenclature is desirable; one which more nearly describes the position of the entire team. Therefore, in this article the "apex up" will be described and called the "Y" formation and the "apex back" will be described in the issue of February as the "Diamond" formation.

The "Y" formation at tip-off:

1. The guards (B) take their normal positions in the defense area, inside of and slightly behind their respective forwards.

2. One forward (D), preferably the more rugged and aggressive, is brought back into the defensive area and located in the mid-line and about seven feet directly behind his center. He forms the apex of a defensive triangle of which the two guards are the base.

3. The remaining forward (A), usually the better shot or else the less rugged, is located in the forward area in the mid-line and directly behind and about seven feet from the opposing center.

4. On the tip-off, the ball may be batted into either the offensive or defensive territory. If into offensive territory (H), one forward drives in hard for the ball (A-2) and the center (C-2), thus throwing these men actively on the ball whether it goes to the right or left. The defensive forward goes up for the ball as far as center and on the ball, if advisable, (D-2). The guard remains back.

5. The center always leaves the circle on the side of the tip-off when being out-jumped, and drives in for the ball, usually being the third man in. This places him behind the ball in good defensive position, and also in excellent position to secure a loose ball following the dash of the forwards.

6. If the tip-off is batted into the defense area (L), a still more smashing and aggressive attempt is made to secure it, for in this case the two forwards drive in for the ball as before (A-1 and D-1), the center drops back for it (C-1), while the guard on the side to which the ball is tipped comes up hard, fast and facing it (B-1).

With four men concentrating on the ball in this manner the opponents usually soon elect to bat the ball backward towards their own two guards. This still gives a fair chance for securing the tip-off through the efforts of the offensive forward. If he should fail, his teammates would still have an unusually strong defensive position, which may be converted into the two line, five-man defense by the addition of the offensive forward, who drops back into defensive position.
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COLLEGE WRESTLING

BY

CHARLES W. MAYSER

For a number of years Mr. Mayser was Director of Athletics and Football Coach at Franklin and Marshall College. Later he became Football Coach at Iowa State College and for a number of years was Director of Physical Education at this same institution. He is now back again at Franklin and Marshall College. When Mr. Mayser was at Ames he coached the wrestling teams with marked success. In fact, in the six years that he coached the wrestling teams Ames won forty-four meets and lost but two. He won the Western Conference Championship for three years in succession. Mr. Mayser is writing a series of articles on wrestling for the Journal.—Editor's Note.

Wrestling has increased in popularity in our colleges to such an extent that what was a minor sport a few years back is now rated among the major activities. The importance of wrestling during the winter months as an auxiliary toward the development of football material has in part been responsible for this growth. Another factor which has made wrestling popular is the short duration of a bout, thus insuring plenty of action during its progress.

There is a vast difference between professional and college wrestling. They have not much in common. Most anything from croquet mallets to brass knuckles are used in the one, while in college wrestling every precaution is taken to prevent accidents. All holds which endanger life or limb are prohibited in the latter and the referee is given power to act whenever in his judgment there is danger of an accident.

In selecting a wrestling squad it is a good plan to carefully look the men over who are required to attend the gymnasium classes. If possible it is a good idea for the wrestling coach to take charge of the gymnasium classes for about a period of two weeks. During this time he will have an excellent opportunity of picking out the most likely material. In pairing two men, giving them the referee's hold, telling them to try to take the other off his feet, one or the other will show natural ability. If all the men in the classes are paired off in this way some good material is unearthed. This material then should receive the coach's constant attention. It is of course imperative that the men report daily to the coach.

It is a mistake to teach too many holds in coaching a college team. The important point to remember in college wrestling is to teach a team the various methods employed in bringing your opponent to the mat and then to hold him there. While there are any number of ways to accomplish this there are only two or three really safe ways of doing so. In attempting to bring a man to the mat it is necessary that in case of failure you do not land in a position favorable to your antagonist. While holding a man on the mat only such holds should be employed in attempting to pin him as will insure you a favorable position in case of failure to put his shoulders on the mat. Too much stress cannot be placed upon the importance of "Safe" holds. No hold should be attempted which in case of failure will jeopardize the chances of the one attempting the hold.

When underneath every effort must be made to get up as quickly as possible and no time must be lost as the rules permit the referee to
give a decision to the top man in case there is no fall. It is therefore essential that a great deal of attention be given to the various ways of getting up on the feet or even getting on top of your opponent and changing positions completely.

The reason why some college wrestling bouts are “slow” is that sometimes when a contestant is underneath he makes no attempt to arise. His one aim in life at that time is to play a defensive game so that he will not be thrown. Knowing full well that the decision will go against him, he nevertheless keeps on hugging the mat as though his life depended on that one thing. The bouts show plenty of action if the man underneath makes an attempt to get on his feet. Remember it takes two to make a wrestling bout interesting.

In the next article the various methods described here will be illustrated and will be covered in detail.

(Continued)
Calisthenics or Gymnastic exercises constitute one group of agencies for the betterment of national physique. These exercises have the advantage of being at all times under the immediate and complete control of the teacher, who can vary the kind and quantity of exercise to suit the needs and interest of the class.

As a general rule, calisthenic exercises are not so popular as competitive games, but if properly worked into the day's order as a part of the program along with competitive games, much good and interest may be accomplished. The exercises are usually taken by the whole class in unison, enabling the teacher to handle large numbers at once and to provide suitable exercise for more people in a small space than can be given in any other way.

Systems of Gymnastics

During the last twenty-five years several systems of gymnastics have been on trial in our schools and colleges, and of these the Swedish and the German systems have been in the lead. Each of these two systems fills a place, the Swedish being more useful for correction of posture and the German more popular for all around development and training of the body. Many of our present day leaders in Physical Education, however, do not believe in any one system, whether it be the Swedish or the German, but they believe that the good points in all should be used; thus, the work is made most effective and interesting to the pupils.

General Principles

To attain the best results in gymnastic exercises, the following principals should be emphasized:

1. The main object of gymnastics is to improve the condition of the vital organs, develop coordination, alertness, improve posture and develop organic vigor. Any system which does not develop organic vigor falls short of its purpose.

2. Exercises should neither begin nor end too suddenly, but should increase gradually to a climax and then gradually decrease.

3. Exercises should be graded, so that the easier exercises will lead up to the more difficult ones and prepare for them.

4. School life often gives rise to definite faults of posture and development, calling for definite corrective exercises.

5. Exercises should be conducted both by command and by having the teacher lead in the exercise.

As in marching, much of the success of gymnastic exercises depend upon the leader, the manner in which the commands are given and the way the exercises are set. One of the first and most important things for the leader to master, is the giving of commands. The army has long recognized this fact, and as
a result has brought the theory and practice of commands to a high degree of perfection.

Each command consists of:

(a) An explanatory part, which should give all necessary information of what is to be done;

(b) A pause, long enough for the class to comprehend fully what has been said; and

(c) An executive part, which is the signal for action. For example, arms forward upward, raise.

Commands should be worded as if addressed to one individual, and the name or title of those addressed is not mentioned unless different individuals are commanded to do different exercises at the same time. One exception is the command, Class — Halt. Here the word “Class” is used as a warning signal in the absence of a command of explanation.

In giving commands the explanatory part should be spoken in a clear and animated tone, and should close with a silent falling inflection, to indicate that the explanation is completed. The executive command should be distinct and vigorous and should end with a slightly rising inflection, because this gives a more pleasing effect and makes the voice heard more easily than the falling inflection.

The most common faults of be-

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Beginners in the giving of commands are:
(a) Too short a pause between the two parts.
(b) An indifferent tone.
(c) The commands are not plainly audible.

The first step in the teaching of a new exercise is to give the class a mental picture of the exercise. The degree of success that will attend the first attempt of the pupils to execute the exercise will depend largely upon the clearness of their mental picture of it. To produce this, the exercise must be shown. This means that the class leader must perform the exercise, accurately. At the same time the essential things about the exercise must be told, above all good posture should be insisted upon, if it is an exercise for developing posture. Any exercise which has a definite purpose to perform, should be explained in a few words to the class. This will create added interest in the exercise.

**General Terms**

1. The Body is divided for convenience as follows:
   (1) Trunk.
   (2) Head.
   (3) Upper extremities.
   a. Arm (shoulder to elbow).
   b. Forearm (elbow to wrist).
   c. Hand (wrist to fingers).
   d. Fingers.
   (4) Lower extremities.
   a. Thigh (hip to knee).
   b. Leg (knee to ankle).
   c. Foot.
2. Axes. The three axes considered are:
   (1) The Vertical Axis corresponds to the spinal column, in whatever position it may be.
   (2) The Horizontal Axis corresponds with or is parallel to a line drawn through the shoulders at right angles to the vertical axis.
   (3) The Antero-Posterior Axis corresponds with or is parallel to a line drawn from front to back at right angles to the vertical and horizontal axis.
3. Planes. The three planes considered are:
   (1) The Lateral Planes containing the vertical and horizontal axes.
   (2) The Antero Posterior Plane containing the vertical and antero-posterior axes.
   (3) The Horizontal Plane containing the antero-posterior and the horizontal axes.
4. General Movements.
   (1) Abduction. A movement of any member away from the median line of the antero-posterior plane; or, in case of the fingers, away from the median line of the hand.
   (2) Adduction. A movement of any member toward or across the median line of the antero-posterior plane.
   (3) Circumduction. A movement of the trunk or any extremity in which the part farthest from the center of motion describes a circle, the member itself, up to the center of motion, describing a cone.
   (4) Flexion. The term flexion is applied only to the extremities and in gymnastic use means the moving of a whole or part of an extremity, except the head, in the direction in which it can be most closely approximated.
      a. Full. The member is flexed to its fullest extent.
      b. Half. The member is flexed 90 degrees approximately, depending upon the part involved.
   (5) Bend. The term is used to designate motion in a joint.
   (6) Rotation. Rotation is the turning of the trunk or any of the extremities upon its long axis.
   (7) Extension. The reverse of flexion.

**Directions**

1. Circles. The direction of all circles whether of the trunk or extremities is determined by the axis about and the plane in which the movement is executed in relation to
the position of the individual to a
clock,
(1) On the floor and facing up-
ward. In this case circles in the
direction of the motion of the clock
hands are right. Left circles are
in the opposite direction.
(2) In front of and facing the
individual. Direction of circles
same as in (1).
2. Of other movements. The di-
rection of all movements, such as
lowering of the trunk, arm swings.
charges, toe touches, etc., are de-
termined by the relation of the indi-
vidual in the center of a circle to
the points of a compass.
(1) Forward. The direction in
which the individual is facing.

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(2) Backward. The opposite of forward.
(3) Right. Toward the right.
(4) Left. Toward the left.
(5) Oblique. Midway between the four points of the compass as indicated.

Positions

1. Of Trunk and Lower Extremities.
   (1) Attention. The position of attention is with heels nearly together, arms down and at the sides, chin in, chest forward and hips slightly back.
   (2) Stand. Position as in attention except that arms may be in any position.
   (3) Walk-Stand. Either foot is two lengths of itself in front of the other (heel to heel), both legs extended and supporting body equally.
   (4) Stoop-Stand. Legs as in attention, trunk bent forward at hips about thirty degrees, back straight, chest out, chin in.
   (5) Stride Stand. Heels are two lengths of the foot apart laterally, legs extended, and supporting body equally.
   (6) Arch Stand. Head and upper back bent back to fullest extent. Legs as in attention or in walk or stride stand position.
   (7) Toe Touch. One foot is advanced in the direction indicated, foot extended, toes touching the floor; other foot in place and supporting entire weight of body.
   (8) Charge. One foot is advanced in the direction indicated, two foot lengths from heel to heel, knee bent and directly over the in-step. Most of the weight is on this foot, body erect on the hips and facing forward.
   (9) Lunge. This is as in charge, except that the moving foot is advanced as far as possible.
   (10) Leaning Rest. The body is supported by the hands and knees or feet.
       a. Front. The body is facing downwards and supported by the hands and feet, thighs extended.

   (Note)—Caution pupil about letting hips sag as this will weaken back muscles.
   b. Back. The body is facing upwards and is supported on the hands and feet, thighs and legs extended.
   c. Side. Side of body toward floor. The body may be supported on one or both feet—one unless otherwise indicated.
   d. Knee. Body facing downward and supported by the hands and knees.
   (11) Knee Bend. A position arrived at by lowering the body, thighs and legs flexed to their fullest extent, body erect on hips, knees outward, heels raised. This position is called the full knee bend.
   (12) Half Knee Bend. Body is lowered half the distance, heels remaining on the floor.
   (13) Knee Bend Rest. With hands resting on the floor, body slightly inclined forward, arms between knees.

2. Of Upper Extremities.
   (1) Horizontal. Arms on a level with the shoulders, in any direction in the horizontal plane, as front, side, etc.
   (2) Vertical. Arms, forearms, hands and fingers extended upward with palms inward, unless otherwise indicated.
   (3) Head Clasp. Hands clasped high on back of head; elbows back as far as possible, chin in.
   (4) Neck Clasp. Hands clasped on back of neck, elbows back as far as possible, chin in.
   (5) Hip Clasp. The hands clasp the waist immediately above the hips. The fingers are held together in front and the thumbs are behind; the palms of the hands rest fully upon the hips and the elbows are drawn slightly backward.

Movements

1. Of Trunk.
   (1) Turns. Used in reference to rotations above the vertical axis.
a. Right. In the direction in which the hands of a clock move, the clock regarded as on the floor, face up.

b. Left. The reverse of right.

(2) Circles. Rotations about horizontal or antero-posterior axes.

(3) Bending (lowering). With the hips or the waist as the center of motion. Direction named as for charge, but always with reference to position of trunk.

a. Forward.
b. Side.
c. Backward.

(4) Rotation. About the spinal column as an axis, feet remaining stationary, hips firm. Direction may be right or left, as for turns.

(5) Circumduction. About the lumbar vertebrae as a center. Direction right or left as for turns.

2. Of the Head.

(1) Lowering.

(2) Rotation.

(3) Circumduction.

3. Of the Upper Extremities.

(1) Arm Circles.

a. Forward and Backward.
b. Right and Left.

(2) Rotation. About the long axis of the part involved. The whole limb, or the forearm alone, may be rotated.

(3) Flexion. Bending at elbow, wrist or finger joints, that is, forearm, hand or finger flexion.

(4) Arm Swings. Movements of whole limb from shoulder, through fraction of a circle.

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a. Upward.
   (a) Forward.
   (b) Forward upward.
   (c) Sideward.
   (d) Sideward upward.
   b. Downward.
      (a) Fore-downward.
      (b) Side-downward.
      (5) Shoulder Rotation. Rotary movement of the scapulae, arms may be in any position.
      (6) Arm Circumduction (arm circles).
      (7) Thrust. From a position in which the forearms are flexed, the arms are extended, the hands moving in a straight line in the direction indicated.

4. Of Lower Extremities.
   (1) Charge. Movement as indicated above.
   (2) Lunge.
   (3) Knee Bend.
   (4) Thigh Flexion. Raise thigh forward, leg and foot extended.
   (5) Thigh Extension. Thigh extended backward as far as possible.
   (6) Thigh Abduction. Moving the thigh from the median line to its own side.
   (7) Thigh Adduction. Moving the thigh from an abducted position toward the median line, also across the median line from its own side.
   (8) Thigh Rotation. About the femur as an axis.
   (9) Thigh Circumduction (leg circles). A circumduction of the thigh from the hip as a center.
   (10) Leg Flexion. Leg flexed upon the thigh which remains fixed.
   (11) Leg Rotation. About its own axis.
   (12) Foot Extension. Straighten the foot into line with leg, or when feet are on the floor, raising heels.
   (13) Foot Flexion. Reverse of foot extension.

In view of the fact that few men are familiar with the anatomical terms, and as it takes time to teach these various terms to the men, it is frequently desirable to use, for
Calisthenics

commands, common terms, with which most men are familiar, as

By Command.

1. Head forward, sideward or backward—Lower—Raise.

2. Trunk forward, sideward or backward—Lower—Raise.

3. Arms fore or side-ward (vertical)—Raise—Lower.

4. Leg forward (thigh flexion), sideward (thigh abduction) or backward (thigh extension), left or right—Raise—Lower.

5. Knee forward (thigh and leg flexion)—Raise—Lower.

6. Heels backward (leg flexion)—Raise—Lower.

7. On toes—Raise—Sink.

8. Knees—Bend—Straighten.

Any combination of the above term, such as arms sideward raise and body forward—Bend—Position may be used.

Many of the above terms will be used in the following series of exercises.
Mr. E. Dana Caulkins, manager of the National Physical Education Service with offices in Washington, D. C., has written the following with reference to State and National Legislation:

The aim to provide athletic training for every boy and girl in the Nation in the interest of health and all-around preparation for good citizenship is a task to challenge the biggest imagination. Those who are working for Universal Physical Education in the United States cannot foresee what will be the results of their labors, but it is safe to predict that if their efforts succeed assurance is being given that 50 years from now we will have in the United States a race of men and women far better equipped for the responsibilities of life than our present day Americans.

Previous to 1918, eleven states had laws which with varying degrees of effectiveness provided physical education for all school children. Now the roster includes thirty-two states. Of course, this does not mean that all the school children in these thirty-two states have comprehensive physical education with training in athletics, etc. It does mean, however, that in each state a definite effort is being made to extend this program universally. Below is a list of the states—those in italics have State Supervisors of Physical Education; those followed by a star have published manuals or other literature which is spread broadcast for the help of teachers throughout the state:

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This looks encouraging but it is a bit discouraging to find that in spite of these state laws not more than 12 per cent of the school children of the nation are receiving adequate physical education; that the supply of special teachers of physical education is deplorably inadequate; that many school teachers and school superintendents do not yet fully appreciate the importance of physical education as a fundamental part of the training for life.

In order to give national sanction, stimulus and backing to the development of this program, a national bill will be introduced after the holidays in the Senate and House of Representatives. This bill would establish in the Bureau of Education a Division of Physical Education equipped to give assistance to the states in the development of their programs and would appropriate $5,000,000 to be distributed pro rata to the various states conscientiously undertaking to establish universal programs of physical education. The Federal appropriation is to be used exclusively for the general training of regular classroom teachers and for the training and employment of special teachers of physical education. The passage of this bill would undoubtedly give a great impetus to the nation-wide movement for physical education. It would not mean national domination of state programs, but simply a stimulus and aid, leaving the states and local communities free to develop physical education with athletic training along lines locally feasible.

In spite of the drive for re-
trenchment in government expenditures, there are many Congressmen who believe that it would be shortsighted policy for the Government to fail to take this step which would mean so much for the future happiness and power of the nation. Do you know whether your Congressman appreciates the importance of this measure? The National Physical Education Service, 309 Homer Building, Washington, D. C., is actively interested in the effort to secure the passage of this bill and seeks the cooperation of every interested person.

Frank J. Winters, Director of Physical Education and Athletics in Oak Park High School, Oak Park, Illinois, has a suggestion, which will be of interest to all who have a national view of athletics. He says:

"The wonderful growth of athletics since the World War in the high schools, colleges and universities of this country while, of

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course, gratifying to the coaches, imposes upon them the responsibility of maintaining the highest standards of fair play and good sportsmanship. Every coach and every one connected with the work of administering athletics must give up the idea of winning at all costs and devote himself to the task of developing those sterling qualities of character which are so fundamentally a part of American citizenship.

"In the first place there should be a common plan of control. At the present time there is a great deal of difference in eligibility rules in various sections of the United States. This means that when teams from different sections meet one team usually plays under a handicap. Unified control further would help to bring about a spirit of co-operation among coaches and other school representatives. The success of the Conference called the "Big Ten" is well known. This association of universities has been conspicuously successful in administering athletics. It appears possible that a similar organization with a broader scope might be formed to govern national scholastic athletics. The State High School Athletic Associations have accomplished great good by administering athletics in the several states, but a national organization is badly needed.

"Our athletics as at present administered stress the character building virtues and thus render incalculable benefits to the life of today. It is incumbent on the coaches to safeguard the game and to strive for the ideal.

"Is it not time that a National Board of Control in athletics be created to serve scholastic athletics throughout the country?"
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—ESTABLISHED 1876—
Water Basketball
(Concluded from page 13)

may be played. Naturally in water the player cannot move so rapidly as on land and a formation which looks good on paper will not always work out well in the water. The coach should stand on the edge of the tank and teach the men to take advantage of every opportunity and whether a play is successful or not he should show the team the advantages of the play. The men should be moved and placed around in different positions and in this way they will learn to pick openings.

Formation 1. The players should line up at the edge of the tank as shown in Diagram 1. At the jump off, the right forward or the fast man should swim down the center for the ball. The left forward should swim three-quarters the length of the tank. The center forward and center back should swim a few feet behind the RF or fast man to get a short tip back. QB should swim a few feet on the other side of the fifteen foot line. The goal keeper should be a few feet from the edge of the tank. When the forward secures the ball, he should toss it back to the left side to the QB and then swim down the tank to the right side about ten feet from the end of the tank. The QB should hold the ball until about to be tackled and then he should throw it to the goal keeper. He should then push off from the side of the tank under water to the other side for a pass from the goal keeper. The QB should pass to the center back who has secured the position to the left side close to the center line. The CB should throw to the center forward who has by this time worked his way to the position equidistant from the sides three-fourths the length of the tank. The CF should pass to the LF who ought to be close to the fifteen foot line. The LF should toss to the RF who should make an attempt for a basket.

Diagram 2. This play is a continuation of the first. When the CF throws the ball to the left forward, he should cut over if possible and get between him and the guard. This will block the guard and give the LF an opportunity to throw a goal if the RF is covered. He should then swim to the left side a few feet from the goal. When the RF throws for the goal he will be in a position to recover the ball, should the goal be unsuccessful. He may either try for a goal or if covered, flip the ball back to the LF who should be in the middle of the tank on the fifteen foot line. The CB should come up on this play for a short pass.

Modern Stadia
(Continued from page 18)
defective we agreed that this could be corrected in part by giving more time to recreative activities. In a characteristically American way we have gone about doing this. Mr. Caulkins tells us on another page of the Journal, however, that we are as yet only providing physical education facilities for a very small
percentage of our boys and girls. Since this is true we certainly have not gone too far in our building program. Of course, some one will answer this by saying that we are devoting all of our time to the teams and are neglecting the masses. The facts have been presented so many times in these pages that show that this is not true that it is not necessary to anticipate this criticism. It can be clearly shown that intercollegiate athletics and intramural athletics in most sections of the country have developed side by side.

In the last analysis our amateur athletics are in safe hands so long as they are administered by the schools and colleges. If the educational institutions were to abolish football tomorrow football would not die but rather the game would be taken over by our municipalities and by the professional leagues. A decade ago the Y. M. C. A.'s decided that inter-institutional athletics were dominating the associations and consequently the practice of maintaining representative teams was discontinued. As a result athletic teams by the thousands have been organized in our cities. Some of them by responsible persons who understood the problems of athletic administration and strive to uphold the best standards of sportsmanship, but a great many have been promoted by men who do not appreciate the educational and moral values of athletics and are using the teams as a means of serving their own selfish ends. It goes without saying that could the Christian Associations have seen their way clear to maintain teams, under proper regulations of course, many of the outlaw organizations might now be organized and directed by trained men who have high ideals for the sports. The schools and colleges will not shirk their responsibility and turn the game over to others to manage.

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Things That Go to Make the Game Better, Etc.  
(Continued from page 5)

There is no sport so difficult to officiate as basketball (and I say this as an official who has worked in all four sports), because the entire play is so close to the spectators. The game is a fast one and the various plays look so different as seen from different angles of the court that it is often a very difficult task to determine whether a player has actually fouled, and a basketball official needs the staunch support of both players and coach, if he is to do his best work.

Last but not least, the official can help considerably through his own attitude. If he is overbearing, antagonistic and carries a "chip on his shoulder," and fouls the crowd on the slightest provocation, as he is permitted to do under the rules, then he is only borrowing trouble.

It takes keen judgment to officiate basketball and that is the reason good basketball officials are scarce. The game is faster than the other sports, the players often are closely massed on the floor, the men are keyed to a high pitch because many of the games are determined by a few points—especially is this true in the Western Conference games. In many sections, the different standards of officiating that exist make the job for the arbiter all the more difficult.

This may be helped and is being helped by the meetings for the interpretation of rules that are being held in various parts of the country. There is at this time a movement under way to form a National Officials' Associations, which will meet once each year in Chicago to agree on a standard set of interpretations for the entire country.

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VOLUME IV FEBRUARY, 1924 NUMBER 6

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DEFENSE—TEAM PLAY

by

WALTER E. MEANWELL, M. D.
Coach of Basketball at the University of Wisconsin.

This is the fourth of a series of articles that Dr. Meanwell is writing for this year's Journal. Our readers are familiar with his articles on "Stop-Turns or Pivots" in the January and February, 1923, issues. Dr. Meanwell is one of the few really great basketball coaches. His teams have been first, or tied eight times, second once and third twice, in a total of eleven conference seasons. In 1918-19 he served in the army of the United States with the rank of Captain. The next article will appear in the March Journal.—EDITOR'S NOTE.

Formation when team is out jumped at center. The Diamond Formation:

This formation provides for a strong offense from a position which is primarily a defensive one. The play throws three men in on every tip-off C to the side, one driving in straight B, and the other two at different angles, A & D. It is not coached easily, but neither is any shifting defense. It is very efficient when well executed.

In the Y formation previously discussed the three men who are located in defense territory form a triangle with the apex placed just back of center. In the Diamond, three men again are back of center in triangle formation, but this time with the apex back near the foul shot line.

Location of the men: The offensive forward A is located in the scoring area about seven feet behind the opponent's center and in the mid line, as in the "Y". Usually he is mid-way between the two opponent guards.

The remaining forward E and the running guard B each line up in the positions that guards normally occupy, one on either side, but closer to the center line than usual or about seven feet back of a line from side to side through the center circle. This brings them ahead of the opponent forwards located in their respective areas or on a line with them. This is not good from a defensive standpoint against the opposing forwards, but is not meant to be. The aim of the formation is to secure the tip-off even when being out-jumped.

The remaining guard, F the best defensive man, forms the apex of the triangle. He is located at the free shot mark or a few feet behind it. At tip-off, he dashes up on the side of the tip-off ball in every case. The success of the system depends mainly on the ability and judgment of this man.

Play at Tip-off: When the ball is tipped the men on the base of
the triangle, the defensive forward E and the running guard, B both drive straight ahead towards the ball. Being directly in line with a tip-off to the side and but a few feet from it, one of these men is in the best possible position to secure the ball. Frequently he can catch it and continue on up the court by a fast dribble.

The man on the side opposite to that on which the ball falls, reverses back G into his defense territory when he perceives the ball going to the other side. He again goes up if his team mate secures it H. The man on the side where the tip-off falls always continues on after the ball. This leaves his original position in the defense wide open and the opponent forward located there, uncovered. This situation is remedied by the back guard F located at the foul mark, who advances and replaces the man who goes in for the ball. The back guard must rush diagonally forward on

Dr. Meanwell discussed the Y formation in the January Journal. This article deals with the Diamond formation and the article by him in the March Journal will analyze the "L" formation.—Editor.
DOUBLE REFEREE SYSTEM FOR BASKETBALL

By

C. C. STROUD

Mr. Stroud was graduated from Tufts with an A. B. degree in 1898. He was Medical and Physical Director of Tuft's Gymnasium 1898 to 1905 and held the same position and coached at the University of Rochester 1905 to 1910. He was Athletic Director and Coach at Mercer University 1910-13 and held the same position at Louisiana State University 1913-1920. He was in French “Y” work at the front in 1918. He is now a member of the popular firm of Bobcock & Stroud at Winston-Salem, North Carolina and is a well known football and basketball official.—Editor's Note.

Basketball is in many ways our most strenuous game, and refereeing basketball is about the most difficult of officiating roles.

The physical and mental strain, involved in refereeing a major contest on a limited floor, where rivalry is very keen, is a severe test of one's alertness, endurance and balance. The assistance of a cooperating umpire relieves the situation in certain respects, but there often remains the same forced, unsuccessful effort to keep up with the movement of the play, as it drives up and down the long court with marvelous speed.

The writer has had occasion for a number of years to conduct a state championship high school tournament, wherein one or two officials were much sought and perform much over-worked. It occurred to him that a "double referee" system would obviate over three-fourths of the physical work, and much of the nervous strain due to uncertainties. Moreover, this would give the game itself far better service and conduct. So it was tried out with another official, who had experience and the two referees worked harmoniously and the system proved successful from the start.

One referee, who may be styled the head one, and who may take the initiative in preliminary arrangements, tosses up the ball at center at first, and is thereafter responsible for the ball and its immediate players in one-half of the court, in which half he remains. The official in the half of the court away from the ball follows up the play to the middle and watches for fouls as would an umpire. He also assists in line decisions. As the play swings into his own half of the court, he withdraws before it, and with the play most often clearly in front of him, he has the best opportunity to time correctly his "held" balls, to judge fouling, and "out of bounds" balls. The other referee in the meantime comes up to the middle, where in an umpire's capacity, he easily cleans up the back areas.

The referee into whose basket the ball is shot makes the next toss-up at center.

The proven advantages of the system, appeared to be:

1. Greater efficiency due to constant proximity of the referee to the play, which he can judge from a better vantage point.

2. Conservation of physical

(Continued on page 48)
OFFENSIVE TACTICS IN BASKETBALL

BY
RALPH JONES

Ralph Jones is Director of Athletics at Lake Forest Academy where he has been unusually successful as a coach of football, basketball and baseball. He was basketball coach for eight years at the University of Illinois and before that had a splendid record at Purdue and Wabash. This is the third of a series of articles he is writing for the Journal.—EDITOR’S NOTE.

In the December and January Journals I explained several plays that may be used in working through a five man defense.

The following three plays may be used in connection with the plays described previously. A good combination would be to use two or three of the plays previously described and two or three of the following. It certainly is a mistake to give a team a great number of plays. It is important that the men have these plays properly timed and that each man does exactly what he is supposed to do with decision. Each man should always be expecting a pass and if he does not receive it, he should go ahead with his part of the program. When Numbers 2 and 3 cut across the floor, they hesitate and then dart according to what Number 5 does.

Play 7

Number 1 starts around his man. Numbers 2 and 3 cut across the floor at an angle of about 45 degrees. Number 4 fakes to pass to Number 3, pivots and passes to Number 5, who dribbles into the opening created by Numbers 2 and 3. He shoots or passes to either Number 2, cutting toward the basket, or to Number 3 who trails Number 2. Number 1 swings back on defense. Number 5 of course starts as Numbers 2 and 3 start to cut. If the ball is passed by Number 4 to either Numbers 2 or 3, Number 5 gets back on defense. Number 1 is expecting the ball, when he starts...
to cut. If he does not get it or if it is not passed to Numbers 2 or 3 by Number 4, he starts back for defense.

Play 8

In this play Number 5 goes to the left of Number 4, receives the ball, pivots and passes to Number 1 cutting around him. Number 1 makes a semicircle dribble and shoots or passes to Numbers 2 or 3. Number 4 starts forward as if to get a pass but circles back to the position left by Number 5.

Play 9

Number 5 comes up as in Diagram Number 7 and gets the ball from Number 4. Numbers 1, 2 and 3 work as before. If Number 5 meets opposition, Number 2 darts toward him, receives a bounce or pass and returns it to Number 5 or to Number 4, if Number 5 is blocked. If Number 5 gets the ball, he shoots or passes to Number 3, cutting for the basket.

The following is quoted from the Des Moines Register and Leader:

"The Blanchard football team is desirous of playing clean football. It will be a great help to them to know that their friends encourage them by keeping the laws of the state as carefully as the team keeps the laws of good sportsmanship. We therefore earnestly request that our friends refrain from betting on any game in which we are playing. Signed: "Blanchard Football Team and Coach."
"SET" OFFENSIVE PLAYS

BY

W. S. CHANDLER

Mr. Chandler was graduated from the North Division High School, Chicago and from the University of Wisconsin. He played center at Wisconsin in 1915-16; 1916-17; and in 1917-18. He was selected all conference center in 1915-16, all conference center in 1917-1918. He played on the Great Lakes Naval Training Station team 1918-19; coached River Falls High School in 1920–21; and is now beginning his third year as basketball and baseball coach at Iowa State College. He was recently elected a member of the Basketball Rules Committee.—Editor's Note.

The question arises whether or not a "set" offensive play is of exceptional value to a team. Many coaches are now employing this kind of a play, and getting good results, while other men are trying it out with mediocre success; there are still others who have not only attempted it but have discarded it altogether, probably due to the fact that their material was not susceptible to this type of play, or because this method of play was not well enough fixed in their minds to coach it successfully.

By "set" play is meant that each offensive man assumes a definite set position on the floor, the ball is passed to a definite player who in turn passes to another designated player, who might pivot, dribble, or feint in a certain direction before passing to the same or another designated team-mate. In other words, the play is planned similar to a forward pass in football and is more or less "cut and dried." While there are "set" plays from tip-off and out-of-bounds beneath the offensive basket, the type referred to in this article is that of carrying the ball through the five-man defense. This method of "set" plays is very effective at times, but more especially when the offensive team has been awarded the ball out-of-bounds in their defensive territory, or when it is impossible to get the offensive play started before the opponent's five-man defense is set. However, many coaches are not even attempting to start offensive plays until all men are in position, which usually permits the defense to form. This invariably requires definite "set" plays in
working the ball up towards the basket. Some coaches have developed this type of play to such an extent that they have definite signals for each play. These signals may be given in various ways, but the most effective way is to have one man, preferably the most experienced, give them by his position on the floor and placement of hands and feet.

This method of "set" plays has its advantages and disadvantages, the same as any other style or system of play. Some coaches claim that the disadvantages outweigh the advantages, and vice versa. The big advantages are, first, it is definite, each player knowing what he is expected to do as well as what his team-mates are to do; second, it permits plays to be built around a certain individual player. The disadvantages, which although numerous, do not outweigh the advantages, are as follows: First, the plays require exceptionally good timing, and are therefore difficult to perfect; second, this type of play requires seasoned material; third, plays may be stopped if closely scouted; fourth, system can be overdone; fifth, players are likely to lose individuality in permitting the coach to do a good share of the thinking for the team.

The two diagrams are examples of "set" plays which may be used in working the ball up the floor through a five man defense. Note the different positions on the floor of the center man.

Diagram 1

Number 5 passes to Number 4, who dribbles up the center of the floor. Number 2 starts ahead of the play toward the left hand corner, crosses to the right and comes in toward the play. Number 4 bounce passes to Number 1, who has crossed in back of the center defensive man. Number 3 goes up the floor, pivots and comes in for the short pass from Number 1. Number 3 hands the ball to Number 4; Number 4 bounce passes to Number 2, who either passes back to Number 4 driving through or to Number 1, who goes up the right side of floor. If Number 2 passes to Number 4 driving through, Number 2 backs up the play as indicated in the diagram. This requires perfect timing.

Diagram 2

Number 5 passes to Number 4, who dribbles up the center of the floor. Number 2, who gets "set" in the left hand corner crosses and comes in to receive a bounce pass from Number 4. Number 3 goes up the floor, pivots for a short pass from Number 2, Number 1 crosses the floor in time to receive a short pass from Number

(Continued page 29)
WRESTLING HOLDS

BY

JACK REYNOLDS

World's welterweight wrestling champion.
Indiana University Wrestling Coach.

Mr. Reynolds is wrestling coach at Indiana University where he has had unusual success as an instructor. His experience and knowledge of the game makes it possible for him to demonstrate the different phases of wrestling to his large class of students.—Editor's Note.

Wrestling, once the least recognized of college sports, is fast coming into its rightful position as one of the principal features of the winter athletic program, and there is no doubt in my mind that the time will come when the mat game will rank equally with practically all major sports. The days of poorly trained, poorly equipped, poorly coached, and poorly supported teams are over, and in colleges where wrestling already has a place each succeeding year brings out more aspirants for the sport. The value of wrestling is self-evident. It is a man building sport; one that makes strong men out of weaklings, and well men out of invalids.

Probably no better example of its body building value can be found than in my own case. As a boy I was an undersized weakling; when I was thirteen years old doctors pronounced me tubercular, and informed my parents that I had but a brief time in which to live. It was shortly after this that my eye was attracted by an advertisement to a national wrestling and physical culture school and I immediately became interested in the sport that eventually gave me back my life and health. The advertisement shamed me; the pictures of the well muscled, God-like men led me to the resolution that I either would fight myself back to health or die in the attempt. A long visit in the dry air of the west drove the tubercular germs from my lungs, and when I returned to the Iowa farm of my parents I started on a career of hard training that I never have deserted. When I was 19, Farmer Burns, then world's champion, took hold of me and taught me the finer points of the mat game that have enabled me to work my way to a championship. I dare not think what would have happened to me if wrestling had not caught my interest.

Wrestling is essentially a college sport. There should be better wrestlers in colleges and universities than in the ranks of professionals. Grappling is a combat that requires not only brute strength, courage and training, but a cool, quick working brain as well. College men should grasp the science and strategy of the game sooner and more accurately than the men who have never attended college.

Collegiate wrestling rules vary a great deal from those which govern professional matches; as a result there is a wide difference between the two branches of the sport. Practically all dangerous holds are prohibited on college mats. These holds include the toe hold, the hammer lock, and most forms of the wrist lock, all of which are used to a great extent in professional matches. In the Big Ten Conference there is
a time limit of 12 minutes on each match, and unless one of the contestants wins a fall the decision is given to the man who is on top or behind his opponent for the longer period of time. Professionals, unless agreeing other-

wise, wrestle for the two best out of three falls to determine the winner.

The time limit naturally forces Conference matmen to work faster than their non-amateur brothers. They cannot feel out their men before launching their attack; they must start quickly and wrestle at top speed if they are to gain a decision or win a fall. It follows that the principal task of a college coach is to teach his men to go behind their opponents and to stay behind, as well as to win falls. He also must have his men thoroughly versed on defensive tactics. They must know all of the tricks for coming out from under an opponent and retaining the top position. There are comparatively few matches won by falls in the Conference. It is nearly an impossibility for a wrestler, no matter how clever or powerful he may be, to pin a well

trained adversary in twelve minutes. Consequently, in many cases, it is better for a man to work for a decision by keeping behind his opponent, rather than to try for a fall and lose his top position, and possibly fall into a trap which will result in his own defeat.

Because of the brevity of college matches, a man must take the aggressive and rush his opponent off his feet. One of the most certain ways of doing this is by diving at the legs. The dive is not a long one, and it must be lightning fast to be effective. From the referee’s hold, the aggressor should drop straight to the carpet, grasping the opponent’s knee and ankle simultaneously. If he is diving for his opponent’s left leg, he should drop

Wilson and Mumby, two Indiana University wrestlers. Mumby is behind. They are illustrating the method of getting out from under an opponent.

Mumby, heavyweight, (standing) and Wilson, light-heavyweight, illustrating knee and ankle hold for taking an opponent off his feet.
on his own left knee, grabbing his opponent at the knee with his left hand and at the ankle with his right. If he is trying for the right leg all of his movements should be just the opposite. Thus he will obtain the best possible leverage to raise the leg and throw his opponent off balance. The action depends almost entirely on timing. Unless he outguesses the other man the ruse will fail.

After bringing a man to the mat the next problem, of course, is to pin his shoulders. A professional would have many ways of doing this, but because of the restriction of dangerous holds in colleges, the college man's task is more difficult. He can resort only to such holds as head-locks, body and head-scissors, half-nelsons, and bar-arm locks. One of his methods may be the reverse head-lock and near arm hold. This also can be successfully executed only with perfect timing. To procure this one must work his opponent to a sitting position, and from behind, place both arms about his body. The usual procedure of his adversary will be to expand his chest and at the same time lunge backward in an effort to break the clasp around his body. The instant he lurches the aggressor should release his grip, and while he has his man off balance throw one arm across the face and hook the other under the arm-pit. From this position he can force his opponent's shoulders to the mat if he will shift around and stop the underman's efforts to twist himself free.

If having the misfortune of being the under man, and on his hands and knees, he should keep moving constantly, thus not only preventing his opponent from securing a hold, but also for the purpose of enabling him to grasp immediately, any opportunity to secure a hold on the opponent. He should watch carefully for any unguarded opening, any dangling arm, or leg, which is in reach. It is by the legs that he will have his best opportunity to escape the under position. If his opponent is careless enough to protrude a leg within reach, he should hook it immediately, at the same time throwing his legs forward to a sitting position. By holding his grip on the leg and twisting his way to the back of

(Continued page 48)
THE BACK GUARD POSITION

BY

WALTER S. COLLINS

Mr. Collins graduated from the University of Illinois where he played basketball for two years under the coaching of Ralph Jones and one year under Frank Winters. He coached one year at Batavia, Illinois High School and is now Director of Athletics and Coach at Northwestern College, Naperville, Illinois. He was a consistent and dependable back guard and is well qualified to discuss the technique of this position.—

EDITOR’S NOTE.

In the last few years it has been found that there is a recognized difference between the positions of running guard and back guard. In former years the two guards generally had a single job divided between them, and for that reason no distinction was made between the two types of players. Now, however, there is a distinct job for the running guard or floor guard. This leads to the observation of the differences in types of players which would be adapted to these positions.

The running guard must be a man of great endurance, because, although his main job may be defense, he works into the offensive play almost as much as does a forward. He must be a man with lots of fight and aggressiveness. He must be able to hold his feet, be very clever in stopping and turning, and a very desirable characteristic may be his dribbling ability. A good man for this job is a “bull dogger.” In looking over the men who have the above necessary characteristics for a running guard they are generally found to be very stocky, well built, well muscled and short in stature. Walquist, Illinois; Williams, Wisconsin; Sabo, Illinois, were men of this type.

In looking for a back guard, I believe that a man of a different type is the most desired. I like to use a big man at this job, one who has not only height, but weight. His weight, however, should not affect his speed or agility. He needs height to enable him to take the ball off the bank board whenever possible. The first rule which I try to impress upon my men is to get that ball off the bank board. He needs speed with which to turn and to return the ball to the offense again. He must be alert and able to size up the whole field before him at all times. I teach my back guard to direct the field, especially in defense. He does this by telling the men whom to guard, when to stick closely, when to break on offense, etc.

It is necessary that a back guard be able to use (to a great extent) his body and arms in bluffing. In doing this a step taken in the direction of the man with the ball is necessary, at the same time he should keep his feet spread and should have his weight balanced so that he may return to his position and intercept the pass if possible. A great many times, even though the opponent shoots, if the guard has made a good bluff at him, generally the shot falls short.

In taking the position of back guard I always used to take my place at about the free throw line. I would look over my shoulders to be sure there were no opponents behind me, and then advance or retreat with the play up and down the field always keeping my back to my opponents’ basket until after one of them had shot. If the play were all concentrated under our bas-(Continued page 46)
COACHING SCHOOLS

The great advances being made in the development of amateur athletics may very largely be credited to the work of the modern coaching schools. Whether these training departments be known as Normal Schools of Physical Education, as Physical Education Colleges or as Coaching Schools, it matters little because in the main the courses offered are similar. True, one institution offering courses designed to train men or women or both as instructors in Physical Education may require that its matriculants pass creditably a large number of courses that are usually offered by the College of Arts and Science, while another University may permit the student great latitude in electing subjects which pertain more particularly to his major subject. Then again some colleges stress the training in formal gymnastics while others place more emphasis on competitive activities. Nevertheless, the purpose of all of these schools or departments is to offer training to those who desire to become physical education instructors or directors.

After the war when the need of more adequate physical education was recognized by all, who had taken the time to note the lessons of the war, it was repeatedly pointed out by authorities who had made a scientific study of this matter that conditions would not be properly corrected until more men and women were given teacher training in physical education. Those responsible for the development of these schools may therefore be credited with doing their patriotic duty in making possible the training of a professional class of physical educators.

Some of the men who are recognized as leaders in physical education in this country have been prominent in athletic activities, others in the so-called activities of the gymnasium and others in the realm of health and medicine. All of these, however, have a broad conception of the whole field of physical education and agree in the main as to its objectives.

It can not be disputed that the men who are fortunate enough to have had training in a technical school under the supervision of men of recognized standing in the world of coaching and physical education are far better qualified to direct the youth in the schools and colleges than were most of the older men who are now engaged in this work. Until a few years ago, a man was chosen for a coaching position because he had been a member of some varsity team. Perhaps he had played guard on the football team and most of his knowledge of football was limited to his knowledge of the technique of that position in the line, yet he was required to coach ends and backs and in all likelihood was also called upon to coach the basket-
ball, baseball and track teams. The student who graduates from a modern coaching school receives expert training in the technique of all of the events in track and in the playing of all of the positions in football, baseball and basketball. Likewise, he is given courses in training, in administration, in calisthenics, swimming and a number of other subjects that go to make up the curriculum.

THE PADDOCK CASE

When the A. A. U. ruled that Charlie Paddock was ineligible to represent the United States in the Olympic Games, that organization took a stand which antagonized a great many of its friends and caused a great deal of unfavorable editorial comment throughout the country.

It seems that the International Committee that has jurisdiction over the Olympic Games delegated to the American A. A. U. power to direct that American athletes should not compete in track and field events abroad last summer. The combination team made up of Yale and Harvard athletes competed in England and Charlie Paddock competed in some games sponsored by the University of Paris Club. The Los Angeles Athletic Club, of which Paddock is a member, and the University of Southern California, in which he was a student in good standing, urged that he attend these games. Further, the National Collegiate Athletic Association endorsed the Paris games. Strange as it may seem, the Yale and Harvard athletes have not been disbarred and the group of five or six men who control the A. A. U. have ruled that Paddock cannot compete.

The inner circle of the A. A. U. has the power to rule any athlete ineligible for competition on the American team. What political maneuvering was necessary to have that power delegated to it by the American Olympic Association is another story. It is enough at this time to understand that the A. A. U. can refuse permission to any American athlete to compete in Paris next July because that athlete does not kow-tow to the A. A. U. or because the President of this association does not have a personal liking for the athlete in question. In Paddock’s case it has been stated that if the latter will apologize for asserting in substance that the A. A. U. had made some mistakes in the past that he would be reinstated.

This whole matter is of vital importance to the schools and colleges of America who are finding it intolerable that a super-power claims jurisdiction over school and college athletes in good standing and passes on their right to compete in scholastic meets in this country or abroad. The A. A. U. authorities who have stirred up all the trouble over Paddock are drunk with power, but since they have the support of only one small section of the United States, it may be predicted that they are riding to a fall.
Mr. Nicholson was graduated from the University of Missouri where he made a national reputation in track athletics. He was a member of the American Olympic team at Stockholm. He coached football and track for seven years at the University of the South where he had successful football teams and championship track teams. He is now coach of track in the summer and of football in the fall at the Montreal A. A. A. of Canada.—

Editor’s Note.

Although American football is the finest football game in the world, an American coach after one year’s experience in coaching a major Canadian team can not help feeling that some of the features of the Canadian game would make the American game a still better one.

Canadian football differs from our game in many ways: (1) There are twelve men on the team, seven linemen and five backs. (2) Three downs only are allowed in which to gain ten yards. (3) Any number of backs may be in motion in any direction before the ball is snapped. (4) Five men on the line constitute a legal scrimmage line. (5) The neutral zone is a yard wide. (6) There can be no running interference beyond a zone three yards in advance of the ball and the interferer must be on the line of scrimmage or within one yard of it. (7) The ball carrier may be pushed by one of his own side when he comes in contact with the defense. (8) The forward pass is not allowed. (9) A method of scoring called the “rouge” is used. A ball kicked over the goal line and caught by the defending side’s player who subsequently is tackled and downed behind the line, is called a “rouge” and counts one point for the kicker’s side. It is also a “rouge” if the ball is kicked in any manner over the goal line, even outside the side line extended, and the defense has no right in this case to try to run the ball out. After a “rouge,” which is really our touch-back, for which the kicker’s side is rewarded by one point, the ball is put in play on the twenty-five yard line by the defending side.

An American on seeing his first Canadian game is impressed by: (1) the amount of kicking done; (2) the use of the return kick, the lateral pass and run; (3) the fact that the linemen do most of the bucking; (4) the cleverness of the backs in dodging and in handling the ball; (5) the inability of the defensive linemen because the linemen on offense use their hands (although this is against the rules) and also because they do not charge. The tackling is very good, but the game is undoubtedly rougher because “pushing” is allowed and because the bucker may be in motion before the ball is snapped. Canadians delude themselves with the thought that these two last mentioned features make for less rough play than our unlimited interference.

Scoring in fast company and close competition is done mostly by “rouges,” dropkicks or fumbled punts picked up by alert ends. The game is mostly a “kick and a prayer,” a kicker, a couple of good catchers and a fine pair of ends make up sixty-five per cent of a team’s strength.

There are more good kickers in Canada proportionately than here in the “States.” Like all natural kickers they are three steppers, the one steppers being
the real stars. The three step-
ers give a coach heart failure, but their ability to dodge rushing linemen nearly makes up for their slowness. In punting, the Canadian holds and drops his ball well. He invariably supports the ball lightly on the side with his left hand, puts his right hand on top of ball with its long axis parallel with the ground, and then practically places the ball on his instep with his right hand. He also invariably cuts across the ball to give it more spiral. This method of dropping the ball insures safety in returning punts on the run after catching one.

The Montreal Football Club was a better defensive team because it used American methods; it was the best end running team in the league because Canadian defense was carefully considered and because of interference legally made in its application. It was a good plunging team, but I am afraid lacked the stress needed to perfect the kicking game. The orthodox Canadian end run and the fake line buck and end run will be hereafter outlined.

End Run

The quarter takes the ball from the center, runs to the end of his own line and shoots the ball to his own left half, or fakes a pass and runs off tackle. If the ball is passed to the half back, he re-passes laterally to his mate who does likewise until a man is free of the opposition. The fake pass and run are fundamentals of the play, if the defense is trying for the interception. Other fundamentals of the end run are (1) all possible speed in handling the ball and getting it out to the last man; (2) an interval of from four to six yards between the men operating in the end run; (3) the methods of passing are two, one

![Diagram of End Run](image)

(a) a basketball dump over the defensive man's head, the other a low one-handed spiral pass made in the manner of rolling a log, with the palm under. The first method is safer, but slower, and speed is a fundamental, the other is faster but more hazardous.

"Swing Buck" End Run

An orthodox lineman's buck is a "middle wing" swing buck.

![Diagram of "Swing Buck" End Run](image)

The lineman comes out of the line at a trot and pushes off a half-back just as the ball is snapped to the quarter. The quarter fakes the ball to the lineman but passes it to the left half who follows the lineman for two steps as a "pusher," but then breaks out to the right to receive
the first pass. This play probably gains more ground than the other play because of the fact that the secondary defense is slowed up a little by the fake buck.

A glance at Canadian defenses will show one that a lateral pass should have a greater chance for getting away against an American defense than against a Canadian one. There is no doubt more fumbling in the Canadian game than in ours, caused by so many hands working with the ball in some of their plays, but the play is not so dangerous in skillful hands as it looks. End runs do not win many games in Canada, but serve to open the game up for bucking.

However, the Canadians are wonderful at handling the ball, and when the forward pass is eventually taken up, as I believe it will be, the Canadians will show us in international games the possibilities in our own. American defensive tactics, as taught by such men as Frank Shaughnessy of McGill University, will force interference and the forward pass into the game in an effort to open up the game and gain ground.

The addition of the “rouge” I feel would make our game a better one. The “rouge” would make a good “raison de etre” for the return punt with the resultant fake return kick and run just as the end tries to block the kick. It would make the safety man “go” for the ball more. Of course it would put more “dynamite” in the game, but it would give the team which could make more first downs than the other team a chance to capitalize on this ability, even though it did have a poor punter. It would open up the possibilities of the kick formation by forcing the defense to keep two men back in their own territory in trying to avert a “rouge.” It would also put more headwork as well as footwork into the game, for in Canada a team is glad to give a “rouge” at times in order to get hold of the ball on its own twenty-five yard line. The introduction of the “rouge” would mean fewer tie games and would have a nullifying effect on a great play, the forward pass, by putting more “foot” in football.

The following may prove of interest to American coaches: There are two major leagues of club players, and the intercollegiate league. Each member of a league plays home and home games with each other member. Championships are awarded on a point basis, two points for a win, one for a tie, nothing for a loss. The large clubs and colleges operate three teams: senior, made up of the best players; intermediate, of second rate players; and junior, of players under twenty years of age. Queen's University won the senior national championship December 1, and national championships in the other two divisions were contested also.

The college player in Canada often continues his playing in the senior club league long after he is thirty years of age. The French Canadian is not a lover of Rugby although an eager participant in hockey, boxing and baseball. There are no professional rugby teams in Canada.

Ques.—How many games of basketball should a college or high school team play?

Ans.—This of course depends on the length of the season and many other things. A schedule of twelve or fifteen games is usually considered satisfactory.
THE six free-standing calisthenic lessons in this article have been progressively arranged to a great extent, beginning with the more simple ones and leading up to the more complicated ones. In order to create and maintain interest in calisthenics, it is necessary that the exercises be so arranged.

In the presentation of the lesson, the leader should set a high standard and hold the class up to this mark. Each and every lesson should be thoroughly taught, and a new lesson and new exercises presented only after the preceding lesson has been thoroughly mastered. The more difficult exercises may often be repeated. All movements should be executed in a clean cut manner. Good posture should be insisted upon. The lesson should not be too long or too slowly drawn out, for the element of speed is an important one. All changes in positions should be done as quickly as possible, as pupils receive valuable training in quick reactions. Much of the success as well as interest depends upon the leader's technique in giving and setting the exercises. Form and proper execution, however, should never be sacrificed for speed of execution, as poor work will be the result.

All exercises which have a real postural or physical value should be explained in a few brief words to the class. Each exercise should be done two or three times, by command at first, or until the class executes the exercise properly. When the leader has secured the desired results, the exercises may be done by count; in this way the amount of work may be increased. If care is taken, the element of definiteness will not be disregarded.

Each lesson should cover about one-third of the class period, followed by some good competitive

FIGURE 1

Figure one shows the Deep Knee Bend position. A position which should be taken with head erect, chest out, and back straight.
games. The lessons may be lengthened by increasing the number of counts to each exercise.

Lesson One

1. Head backward—Bend. (1). Raise. (2).
3. Arms upward—Bend. (1). Lower. (2).
9. Running in place.

Lesson Two

1. Head backward—Bend—(1). Raise. (2).
5. Stride stand position with hips firm. Trunk sideward bending on (1). Position on (2).

Figure two shows one of the balancing exercises.

11. Arms forward, raise and right foot forward—Place. (1). Position. (2). Alternate with right and left foot.

Lesson Three

1. Flexing and extending of fingers with arms at side horizontal position—Take. (1). Begin. (2). (16 counts).
2. Hip clasp position. Rocking step—Begin. (16 counts.)
5. Arms to thrust with stride stand position. Trunk to right—Twist. (1). To front. (2). Alternate right and left.
10. To side leaning rest position.
12. Rock step with hip clasp.
13. Bend stand position. Rotation of shoulders—Begin. (1 to 16 counts.)

Figure four shows an exercise that is very beneficial in developing the heavy abdominal muscles which in turn assist in developing the abdominal organs. This is also a very good exercise for warding off constipation.

Figure three shows the front leaning rest position, an exercise that is good for developing the heavy back, shoulder and arm muscles. The back muscles must not let the hips sag in this exercise.

Lesson Four

3. Arms sideward raise position.
   Leg circles. (1 to 16 counts). Alternate.
6. Stride stand position with hips firm. Trunk to right—Twist. (1). To left—Twist. (2).
10. Stride stand position with hands clasped above head. Swing arms between legs with trunk forward downward—Bend. (1). Trunk—Raise. (2).
12. Running in place.

Lesson Five

3. Stride stand position with arms vertical. Trunk forward-downward—Bend. (1). Raise. (2). (Hands should touch floor.)
6. Forward charging and clasping hands back of back—

Wrestling Coaches: Attention

Paul Prehn, Inter-allied champion, wrestling coach at the University of Illinois, announces his new illustrated book on wrestling. Sold by

Student Supply Store
Champaign, Illinois


10. Alternate foot placing forward and arms sideward—

(Continued page 44)
COACHING REQUIREMENTS

ARThUR F. SMITH

Mr. Smith was graduated from Missouri Wesleyan College, Cameron, Missouri, where he won nine varsity letters. He coached Leavenworth High School, Tucson High School, the University of Tulsa, Baker University, and at Kenyon College. He is now an instructor in the University of Illinois Coaching School and is Secretary of the Coaches' Bureau.—Editor's Note.

THE high school principal or the college president needs an athletic coach. The present coach is unsatisfactory or he has been turning out consistent winners and another institution has enticed him away with a handsomer salary. Where will the executive turn to find another man? In the past he has written to busy athletic directors or coaches of college teams and asked them to recommend a capable man. This procedure has always been unsatisfactory—a sort of hit or miss affair. Letters remained unanswered, poor candidates were recommended, and valuable time was lost.

An attempt has been made at the University of Illinois to ameliorate this state of affairs and to lend a hand to the employer who is in the market for a coach and to give him just the service he has long needed but never has had. With this end in view the Coaches' Bureau was established by Mr. George Huff, the Director of Athletics, in February, 1923. In the writer's knowledge the Bureau at Illinois is the first and only one of its kind anywhere. Any student who has ever attended the University is eligible to register. Men who have attended the Summer Session for Athletic Coaches are included as well as students of the regular school term. There are no charges and the services of the Bureau are entirely free to both registrants and employers. Full information about candidates is collected and an earnest effort is made to place men only in positions that they are qualified to fill. The nature of a position, also, is investigated and if any unfavorable circumstances are discovered the candidate is informed.

Notwithstanding the office is in its infancy, during the first seven months of its existence the Bureau received 325 calls for athletic coaches and physical directors from the schools and colleges of almost every state in the Union—to be exact, the calls came from 41 different states. The Bureau was instrumental in placing 55 men in positions. Beyond a doubt twice that number might have been placed easily if the supply of men of big enough caliber had been available.

The combined salaries of the 55 men who received positions amounted to $117,130—an average salary of $2,130 for each individual. The lowest salary was $1,600 and the highest $3,000. Although the calls came from almost every state in the Union, the bulk of them came from the central states north of a line of which the Ohio River is a part. The best salaries, too, came from the institutions that were located in this region. It must be mentioned, however, that a few men
THE Athletic Journal

No Foot Troubles!

Trainer Mace of Yale says:
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Absolutely Pure Virgin Wool

The Converse "Varsity" Inner Sock is an absolute guarantee against foot troubles. It’s made of fine combed wool with the shape knitted in, not shrunk. The double thick heel and toe insure both solid comfort and long wear. The special design, with elastic all-wool ribbed top, makes this inner sock indispensable, especially when worn with Converse basket-ball shoes.

Remember that the "Varsity" Sock is made by those same experts who designed the famous Converse "Non-Skid," "All Star," "Featherweight," and "Professional" shoes which are worn and endorsed by leading college, high school and professional teams throughout the country.

Whether you prefer the Converse Non-Skid sole or the buffed laminated smooth sole (as in the "Professional") BE SURE YOU BUY CONVERSE SHOES and get the matchless traction, supreme comfort, and wonderful wearing qualities demanded by modern basket-ball.

CONVERSE RUBBER SHOE CO., Chicago, Boston, New York City
were placed on the Pacific Coast, one in New Jersey, one in Connecticut, and several in the South at very attractive salaries. The conclusion is that the value of athletics and the importance of competent coaching are being recognized more and more in localities that heretofore have been tardy in their recognition of school and college sports.

One amusing feature that gives a touch of humor to the routine work of the Bureau is the occasional call by an executive for a very great man for an exceedingly minor job. A coach is wanted whose character, personality, ability, and experience are second to none. Following the recital of required virtues comes the perfectly stunning announcement that as much as $1,500 will be paid the masquerading Zuppke, Yost, or Stagg, who may be fortunate enough to be considered for this appointment. The epistle usually closes with the wholly reasonable statement that undoubtedly there will be a wild stampede of anxious candidates eager to seize this magnificent opportunity for professional advancement. The excerpt below is from a letter of this type.

"In the first place we want a man who does not hold the professional idea with regard to athletics. We want the man to have the educational point of view of athletics. He must be a powerful influence in a constructive way. It goes without saying that he must be a man of strong personality, unimpeachable character, and outstanding ability, who has had several years of successful experience. He must have a degree from a recognized university and in addition to the coaching be prepared to teach classes in mathematics, history, and manual training. We will give as much as $1,560 to the man who

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are a part of your Gymnasium Equipment—a part of your school. Good locker facilities are a part of the memories graduates hold for their Alma Mater.

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measures up to our requirements."

Set over against this specimen is the snappy young man who played guard (in tennis shoes) on the team at "Mayapple" college, later attended a summer school for coaches of a few weeks' duration, and now is ready to accept the head coach job in any one of our leading universities. He admits he is good and will not let you forget it. Any position paying less than $3,000 cannot possibly receive his serious consideration.

Assuredly both cases are extreme. As a matter of fact most of our registrants are young men of worthy ideals and ambitions, and by far the greatest majority of the executives who write to us are most moderate in their requests and unfailingly grateful for any assistance we can give them.

We have a right to expect,
however, that only men of strong moral fiber and excellent character may hope to succeed in the coaching profession. Unquestionably young people, most of them representing our best homes, should not be entrusted to any other type. An examination of our correspondence reveals the fact that only men of real worth are in demand.

The supply of good coaches is inadequate. There never has been a sufficient number of well trained men. Because of this shortage, together with a desire to dignify the coaching profession and place it on a plane of equality with other professions, the Four Year Course in Athletic Coaching and Physical Education was organized by Mr. Huff and established at the University of Illinois in the fall of 1919. The response on the part of students who were eager to make athletic coaching and physical education their life work was gratifying. The pioneer class consisting of 33 men was graduated at the 1923 Commencement. The present Freshman class has 140 members and the total number of students now enrolled in the course is approximately 285.

An erroneous idea sometimes prevails in regard to the content of the coaching school curriculum and the nature of the activities of the students in the coaching school. The impression exists in some quarters that the student spends about all of his time engaged in either the theory or the practice of some athletic activity.

**Coaching Requirements**

As a matter of fact there is a requirement of not more than 32 hours in Athletic Coaching subjects. Of course electives may run the total up to 40 or 50 hours. Twenty hours in Education are required, and the graduates are fully qualified to teach in the schools of the North Central Association. The remaining 84 hours are in other academic subjects. The entire course consists of 136 hours in the College of Education and leads to the Bachelor of Science degree.

That only young men of the highest ideals are welcomed at the Coaching School is indicated in one of Mr. Huff's letters to prospective students.

"Dear Sir:"

A few frank words at this time to those who have been granted a permit to register in the Athletic Coaching Course at the University of Illinois this fall may be helpful to both of us.

If you are expecting a snap course, you will not find it here. Our Coaching Course requires hard work and a great deal of outside study. More than two-thirds of the required work is academic—course chosen to benefit a coach and give him a cultural education. None of these is easy. This is not the place for those who expect to slide through college on their athletic ability. Willingness to work and scholastic ability are not the only requisites for a good student. High ideals, good character, and the proper attitude are the fundamental qualifications both in school and in the coaching profession in after life.

For example: A student in the Coaching Course this year was detected breaking training rules. To be exact, a candidate for one of the varsity teams was caught smoking during the season. He was dropped from the squad and not permitted to participate. This is not the type of student we want at the University of Illinois.

One of the men in the Coaching Course was detected cheating in an examination. He was
dropped from the course. Neither is this the type we want here.

Some students in the Coaching Course worked conscientiously in their athletic subjects, but failed in academic courses, primarily because of lack of study. They were placed on probation at the end of one semester and dropped from the university at the end of a second semester without considerable improvement. Most decidedly, this is not the kind of students we want at Illinois.

Such students come and go. If you might be classed with any types similar to the above examples, do not come. It will save you time.

We do have, however, a number of the right kind of students —ones to whom any school will be glad to entrust the moral and physical welfare of their boys, ones whom we will be glad to recommend for coaching positions when they graduate. If you come under this class—which we sincerely hope you do and have no reason to think otherwise—we will welcome you at Illinois.

Yours very truly,

George Huff,
Director of Athletics."

For those young men who anticipate taking up athletic coaching as a life profession the outlook is wholly encouraging. The demand for trained coaches is on the increase and undoubtedly the point of saturation is remote.

"Set" Offensive Plays

(Continued from page 9)

2, dribbles around into the basket. Number 3 continues across and follows in for a rebound. Number 2 turns after he passes to Number 3 for a follow in shot. Number 4 backs up the play with Number 5 coming up almost to the center of the floor.
SPECIFIC INJURIES IN ATHLETICS

BY

GEORGE T. STAFFORD

With the principles, used in the treatment of various athletic injuries, well in mind, an outline of specific injuries and the treatment will enable the coach to handle these injuries with better results. The discussion on "Principles" will be found in last month's Journal.

THE Head.

Concussion: This is due to a blow upon the head resulting in definite symptoms as follows:

First degree: Giddiness, staggering, slight shock. Generally the man "sees stars."

Second degree: Temporary unconsciousness or "knocked out." The man is very unsteady on his feet after coming to, and may be nauseated. A definite weakness is noticed.

Third degree: More dangerous. All symptoms are aggravated and temporary loss of motor power is evident for sometime after the injury. Dr. Moorehead speaks of true concussion as a state of immediate temporary unconsciousness and any period of relapse or coma takes the case out of the concussion class. Any injury approaching the third stage should be viewed with suspicion and a doctor called as quickly as possible.

Treatment: For the mild forms a stimulant such as cold water to the head and back of the neck, or a dose of aromatic spirits of ammonia. For the moderate type the above mentioned stimulants are useful but rest in the horizontal position should be added. The severe concussion should be treated for shock but not in the manner of vigorous arousing of the patient. Rest is the essential thing necessary with a careful watching of the pulse. For safety it is always well to have a doctor on the scene as soon as possible.

Dislocation of the lower jaw: This is not so common in athletics as in ordinary every day activity when a person laughs or yawns too vigorously or attempts to open the mouth for an unusual sized piece of food. The result is a slipping of the condyle of the jaw bone at the glenoid cavity near the ear. Athletes are affected by blows, especially with the mouth slightly or well open. The condition is easily recognized by the open mouth with the protruding lower jaw and intense pain.

Reduction may generally be accomplished by the operator inserting his thumbs (these are first wrapped with gauze to prevent injury as the jaw goes back in place) along the lower teeth and pressing down and back. A quick movement puts the jaw back in place. The thumbs escape the teeth by sliding to the outside of the teeth and toward the base as the jaw goes back.

The after treatment is rest and immobilization with hot and cold applications to relieve the congestion and restore tone to the part. The patient should be cautioned against opening the mouth.
more than a few degrees and liquid food should form the diet for a few days at least.

The Shoulder Girdle

Dislocation or fracture of the clavicle or “collar bone.” Owing to the usual persisting deformity which results in these cases it is best to give only temporary treatment in the above injuries. The usual custom is to place plenty of sheet wadding between the arm and the side of the body, lift the elbow and pull shoulder carefully outward, placing the patient’s hand upon his chest, with the forearm flexed and the elbow close to the side. Plenty of wadding is used, even between the hand and the body. The method of bandaging is generally a double shoulder spica which keeps the shoulders slightly back or in place and prevents the injured parts from overlapping. As mentioned at first, this is a job which should be handled by the doctor, the coach simply doing a first aid treatment, which if done as prescribed above, will simplify the work of the doctor and give relief to the patient. The after treatment is that of restoring strength and function to the part. The principles as discussed last month should be carefully carried out in injuries to the clavicle and thus prevent, as much as possible, the deformity which often results where even the best of care is given.

The Shoulder Joint

Injuries to the shoulder are very common in athletics, due especially to the particular type of joint. Jones and Lovett in their splendid book “Orthopedic Surgery” say, “The shoulder joint is the most unstable and poorly protected joint in the body and possesses certain features which make injury in this region peculiar and complicated.”

LOOK through the list of javelin records set up in recent years and you will find that most of the outstanding distances have been made with a Gill Javelin. It was designed by Harry Gill, Coach for the University of Illinois, and every javelin is made under his personal supervision. It weighs just a fraction over $\frac{13}{4}$ lbs., and is balanced perfectly at the grip. The 14-inch point is of nickel-steel; and the shaft of second-growth Canadian hardwood, practically unbreakable. The flight of the Gill Javelin through the air is perfect, and it is balanced to land on the point.

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The shallowness of the joint and the dependence on ligaments and muscles, together with numerous bursae, all add to the cause of the prevalence of injury in this region.

Dislocation: A slipping of the head of the humerus from the shallow glenoid cavity. The common dislocation is that, in which the head of the humerus slips out of the cavity and under the coracoid process. This is called "Anterior or Forward" and "Subcoracoid." The dislocation is caused by a fall, blow or leverage applied with the part in a poor position. The injury is painful because of the damage to the muscles, blood supply and often the circumflex nerve. In many cases further damage is done to the humerus head itself or to the edge of the glenoid cavity. This outline should make it apparent to everybody that the reduction is the work of the sur-

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A revised edition is now being printed and will be ready for distribution shortly. Coaches of college teams can have copies for their squads and give their players the benefit of elementary training before the season opens.

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geon who specializes in Orthopedics. The discussion here is simply to acquaint one with what happens and finally to teach how the coach or physical director can aid in restoring the part to normal after the dislocation has been reduced.

The first symptom which will be noticed is a change in the surface anatomy of the part. The humerus is generally abducted with the elbow about five inches away from the body, the displacement of the head of the humerus leaving a marked depression below the point of the shoulder. Disability is generally complete but it will be limited at best. The face is generally drawn toward the damaged side, thus relieving all possible strain on the muscles. The bone of the humerus is so tilted that a line, drawn from the elbow following the bone to the head of the humerus, would strike well below the glenoid cavity. Pain completes the clinical picture.

Reduction is carried out as follows:

Koechner method "Traumatic Surgery" page 210. Patient sits with clothing removed to waist, both forearms are resting on the knees. For a right shoulder the procedure is as follows: "Patient's elbow at a right angle in the physician’s left hand, the wrist of patient being loosely en-

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circled by the right hand, and the following manipulations are then made: 1. The elbow is brought as closely as possible to the patient's side; 2. Rotation outward is slowly begun by keeping the elbow close to the side and gradually twisting the arm outward until the axis of the forearm is the same as the chest, or a little back of same. The head of the bone can be felt to slip in place—this is the essential step, and it must be done slowly and not jerkily. If the head of the bone does not rotate (physician's left hand is now at shoulder), stop at this point, and repeat the entire procedure again and again; 3. With the arm still rotated far outward, carry it forward, upward, and across the body—literally lift it up and in, so that it rests against the chest; 4. Rotate arm inward and put hand on opposite shoulder. The above steps are concisely said to consist of: 1, adduction; 2, external rotation; 3, elevation and adduction; 4, internal rotation.

2. A simple procedure is as follows: Have patient stand, flex the injured arm on his chest holding the elbow—then have him sit down quickly. Here the mechanics of the joint will help in the reduction and one should picture the mechanics of the subcoracoid dislocation. The head of the humerus is displaced toward the middle of the body and lower than its usual position. In the above reduction procedure the flexing of the arm across the chest approximates the ball or head of the humerus to the cavity and the procedure of sitting down quickly allows the patient to relax his attention on the shoulder enough for the operator to give the required assistance to nature to replace the part.

3. Another reduction method is as follows: Grasp the patient's arm at the elbow with left hand and operator's right hand on patient's wrist. Pull the arm gradually out straight front, then flex the arm on chest, lift the elbow and with a quick turn (inward rotation) pull arm across front of patient's body, his elbow about on level with the shoulder, shoulder should then slip into socket. Elbow is flexed and part fixed in that position.

The after treatment of a reduced dislocation is fully as important as the reduction. The part is generally placed in a position which allows "fixed physiological rest in the functioning position. This is generally abduction with slight rotation, elbow flexed and held in a plane on a level with front of the chest." Lowman P. T. Review, Dec., 1923. Some surgeons use a sling bandage only, thus allowing slight movement as soon as the effusion subsides, thus preventing adhesions and loss of tone. Other surgeons strap the arm to the body for two weeks, allowing light massage from the beginning and passive motion after the first week, active movement after ten days and the bandage abandoned after the third week at the outside.

Care must be exercised to prevent loss of tone and adhesion formation. To do this it is well to follow Dr. C. L. Lowman's advice which is in part as follows: Massage as early as condition allows, starting with light upward movements to empty to lymph channels, combined with heavier massage and active-passive movement on the parts distal to the shoulder. A moderate amount of heat may precede the massage. As the pain decreases, the active movements may be started to pick up the slack in the capsular ligament and following this with
massage and tonic hydrotherapy such as the cold mitten rub or friction, or a salt rub to restore tone to the injured area. Stress should be given the treatment of the muscles which hold the shoulder joint in place especially those of the scapular region.

As soon as pain has ceased and inflammation has subsided, active exercises should be worked for. Passive exercises should be started gradually and carried through the normal limits of movement to the point of pain. Passive movements should not be attempted against a muscle spasm. In athletes, one has a subject with good recuperative

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power (as a rule). Therefore passive movement may be started in five days in many cases. The procedure is as follows: The operator grasps the wrist of the injured side in one hand, while he supports the shoulder by placing the other hand over the acromion process and stabilizesthe joint. The arm is then raised by the operator to side shoulder level, the palm is then supinated very carefully, then the operator raises the arm almost vertical. The return is made in reverse order. ONCE and only once is this done on the first day of treatment. This movement is preceded and followed by massage or thermolite and massage. IF on the following day, the range of movement is more painful than on the first day, or, is less than on the first day it is a distinct sign that the manipulation was performed too soon after the injury, or was performed violently. Further rest and immobilization is then indicated.

It must be borne in mind that shoulder dislocations and bony injury to the shoulder joint involve a relaxation of the capsule of the joint, amounting to a slight subluxation. Treatment, therefore, should aim to tone the part to take up the slack and prevent imperfect articulation of the joint—a condition which may follow poor after-treatment of an injury to the shoulder.

Bursitis: Subdeltoid bursitis (Often mistaken for "rheumatism") Dr. R. Whitman in "Orthopedic Surgery" speaks of this condition as a dull pain about the joint and sensitive to pressure just below the acromion process or over the bicipital groove of the humerus and occasionally a swelling evident on the anterior aspect of the joint. Lifting the arm from the body or rotating the arm increases the pain. Pain
may be felt about the shoulder and down the arm causing the patient to avoid lying on the affected side. The bursa, which lies beneath the acromion process or tip of the shoulder and beneath the coraco-acromial ligament, becomes inflamed and becomes a mechanical obstruction to abduction of the arm as well as a spot of pain on pressure of the humerus against the under surface of the acromion process as the deltoid lifts the arm in abduction. There are a number of conditions similar to this which cause a like discomfort but the treatment of subdeltoid bursitis is a treatment for the joint as a whole and generally brings relief and seems to relieve the common shoulder disturbances found in athletics.

The March Journal will contain a suggested treatment for shoulder joint injuries.
At the Annual Rules Interpretation meeting of the Western Intercollegiate Basketball Association held December 1, 1923, in Chicago, the following interpretations were adopted with reference to the rules:

1. When more than one free throw is to be made, ten seconds shall be allowed for each one after the ball has been placed on the free throw line by the official.

2. When a double foul is called, or fouls for which more than one free throw are awarded, the official signifies "time out" to the timekeeper by raising both hands above the head.

3. When "time out" is called for more than one free shot, time begins again when the ball leaves the player's hands on the last free throw.

The following decisions of the Association at former meetings were re-affirmed:

The entire front surface of the backboards shall be painted white.

A fine line one-half inch wide shall be painted on the floor three feet inside the side boundary line, and extending the full length of the court, to be used as a restraining line when the side boundary line is less than three feet from any fixed obstruction.

The Schommer goal shall be used.

The required official weight of the new ball for Conference games shall be from 21 to 22 ounces, same to be marked plainly on the ball. The new ball to be used in the game shall be fully inflated to the mutual satisfaction of the Referee and visiting Club, and shall be turned over to the Referee before the game, and shall not be used by either team until the Referee tosses the ball in play at the beginning of the game, nor shall the ball be used by either team during the intermission, nor when time is taken out during the game.

The Referee shall instruct the scorers not to blow the horn, indicating that a substitute desires to enter the game, while the free thrower is on the foul line, but at any other time when the Referee's whistle has blown declaring the ball "Dead," and before it is again put in play.

The Association disapproved of coaches of contending teams acting as scorers.

The Referee shall call a foul on the home team when the conduct of the audience is unsportsmanlike to the visiting team, or to the officials.

The Umpire shall call fouls committed by any player, in any part of the court.

The Timekeepers shall use one watch placed on the table before them where both may see it.

In throwing for goal or making a pass, one step in any direction is allowed, provided the free foot does not touch the floor before the player has disposed of the ball.

When the player places both arms around an opponent, even though the player may have one or both hands on the ball it shall be ruled HOLDING.

The UMPIRE shall notify the respective captains three minutes before the termination of the intermission.

On a jump ball, the players jumping must retain their legitimate positions until the Referee's whistle blows, putting the ball in play.

The game shall terminate when time actually expires. In case of a defective signal the Timekeeper
may go out on floor to notify the Referee.

A limit of three feet on either side of the place where the ball crossed the boundary shall be allowed.

NOTE—In all "times out," either for substitution or injury, two minutes shall be allowed.

Officials shall not count audibly on the free shot. Attention of officials is called to the duration of 10 seconds.

Officials shall count audibly on ball out-of-bounds. Attention of officials is called to the duration of five seconds.

All Conference games shall start not later than 8:00 o'clock p. m., and that in case of a scheduled preliminary game, the visiting Conference team shall be allowed 20 minutes for practice before the Conference game.

During the game and at half time, no coach should discuss phases of the game, or interpretations or any other matters pertaining to the officials' functions, with the officials. The captain of the team may converse with the officials—not the coach. Any discussion with officials before the game shall be made in the presence of both coaches.

Uniforms—Standardized colors for playing shirts were adopted as an aid to officials and spectators in differentiating the players on opposing teams and to simplify the equipment of traveling teams as follows: Each team shall possess two sets of playing shirts for Conference games. One set shall be solid white in color, unbroken by stripe or coloring of any description other than the team's name lettered across the chest and the 5-inch number of the player on the back. These white shirts shall be worn by the visiting teams in all games.

The second, or "home game"
set of shirts shall be of solid color other than white, preferably the school color, and unbroken by stripe or coloring of any description other than the lettering across the chest and the number on the back. These colored shirts shall always be worn by the home teams.

In a recent editorial in the Chicago American, Ed Smith, the veteran sports editor, makes a wise suggestion in the following words:

**If You Accept Conditions and Lose—Don’t Complain!**

**There Is Too Much Senseless Kicking in Many Sports**

Recently, sitting at the ringside observing a bunch of fighting men in action, we heard a manager make a long, loud wail about his man having been beaten by a heavier boxer. The manager got an audience of quite a few of the fans and orated to some extent on the injustice of being up against such an unequal proposition, as his man had all of five pounds the worst of the weights.

This suggests the idea that there are a lot of senseless kicks and complaints and alibis in many branches of the sporting game because the manager does not have the foresight to realize that in accepting the conditions offered for a match or game his man or men are overmatched. If in a boxing match the weight is a big handicap to the manager’s man he should decline to accept the terms at once.

Once you accept terms, don’t complain if you lose. There is no kick coming in such an event.

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SPECIAL HISTORICAL FEATURES—“Early Days of Athletics in the United States,” from the account written by the late William B. Curtis, founder of the New York Athletic Club, a most interesting contribution; “Origin of the Crouch Start,” (illustrated); “The First Spiked Shoe in America,” and a short biography, with picture, of Lon Myers, America’s first and greatest campaign track athlete, whose marvelous running from the sprints to a mile was the sensation of three continents.

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Wrestling Holds
(Continued from page 12)

his opponent, he will eventually come out on top, no matter how long his adversary fights to prevent such a disaster.

Because of the gruelling nature of wrestling, it is self-evident that a man must train ceaselessly to be proficient at the sport. No person, regardless of how much natural ability he may have, will succeed if he trains spasmodically. He must give up all of his injurious habits; he must be careful of his food; and above all, he must train regularly.

Double Referee System
(Continued from page 5)

3. The sharing of the responsibility by two cooperating referees seems to add moral weight to the officiating.

4. As a result of the third advantage, a better attitude on the part of players is noticed.

5. In tournaments, two officials can easily handle many games a day, insuring more uniform officiating than sometimes is had where different men work with different ideas of what constitutes fouling.

Some difficulty might be found if the referees should not happily cooperate, and also some care needs be exercised less there be a "No Man's Land," or a "Two Mens' Land" across the middle of the court. However in many trials, these adverse factors did not appear.

It is quite possible that the above plan has been tried by others, as "There is nothing new under the sun," but it certainly has never found general trial, and it has worked so well that it is passed on for possibly more general use.

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Six Progressive Calisthenic Lessons
(Continued from page 23)
Fling. (1). Position. (2).
Lesson Six
2. Arms flinging forward upward and trunk forward downward—Bend. (1). Trunk raise and arms—Replace. (2).
8. Jump to stride and bend
Six Progressive Calisthenic Lessons

stand position—Take (1). Swinging arms between legs and trunk forward downward—Bend (2). Trunk forward upward raise to bend position—Take (3). Position (4).


12. Left arm flinging forward upward and right arm backward—Fling (1). Reverse (2).


14. Running in place.

15. Breathing exercises.

Dr. Dudley B. Reed of the University of Chicago has the following announcement, which will be of interest to many coaches:

"The annual meeting of the American Physical Education Association will be held at Kansas City, Missouri, from April 23rd to 26th, 1924. The headquarters will be at the Hotel Baltimore and most of the meetings will be held there. Schedule of meetings includes an opening session on the social program on the evening of the 23rd, general session, demonstrations and banquet on the 24th. On the 25th section meetings including a meeting of women to consider women's athletics. On Saturday morning a general session and Saturday afternoon an automobile tour of the city.

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The Back Guard Position
(Continued from page 18)
ket, I sometimes advanced as far as the center of the floor and if the players became bunched, a great many times the ball would be thrown back to me and I would take a long shot. If the play were in the opponents' territory, I scarcely ever ventured out past the free throw line. It is the back guard's duty to stop the short shots and to get the ball from the bank board. He cannot do these two things if he does not stay close to the basket.

A great many times a back guard will find two or three men bearing down upon him alone. This is the time when he must out-wit them. He must first keep his position a little to the front of the basket and be sure that he is not drawn out. Then he must keep his feet spread and bluff with determination by raising his arms, faking to lunge and by using his voice. He must not go out to intercept a pass unless he is sure he can get it, because after he once leaves his position he is lost. I always found it fairly easy to break up a two man combination, one dribbling down and another coming in on the opposite side. If I made a good feint at the dribbler, he would invariably stop to pass to his team-mate, and I could intercept the pass. If he does not pass he is generally in a poor position to shoot without walking with the ball, because he has taken his allowed number of steps in breaking his run in the dribble.

Where the teammates each take a man on defense, it leaves one man for the back guard, and if he has confidence in his teammates he may leave his position and take the loose man when he is almost at the center of the
floor. However, I try to teach my forwards to take the men far out, and let the guards take those closer in.

Generally the back guard does not take an important part in the offense. However, I have seen cases where the points made by these men won games. The back guard generally enters into the offense when the opponents least expect it. I find that this comes when the ball is out under his own basket. Many times this guard is left free, and if he goes down in a hurry he may get many open shots directly under the basket. When he does go down and shoots, it is very necessary that he return immediately to his post. If a team has a center who gets the tip off regularly it may be a good idea to work the guard in on plays off center. If this is done, it must be remembered to keep the defense strengthened.

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DEFENSE—TEAM PLAY

BY

WALTER E. MEANWELL, M. D.

Coach of Basketball at the University of Wisconsin.

This completes the series of five articles that Dr. Meanwell has written for this year’s Journal. The author of these articles originated a style of basketball offense that is known as the Meanwell system of basketball. His ideas have been adopted by a great many coaches who are today instructing their teams to play the short pass-pivot game.—Editor’s Note.

Unbalanced Formation at Tip-off, L. Formation:

The third unbalanced formation successfully employed to offset the disadvantages of the loss of the tip-off at center is the “L,” which is a modification of the “Y” line up recently discussed.

A criticism of the “Y” is that the offensive forward located in the scoring area back of the opponent’s center, is flanked on either side by an opponent guard. Either one of these guards may locate directly back of the place, where the tip-off is signalled to fall and thus be much closer to it than the offensive forward and therefore, in a better position to secure the ball. Furthermore, the guard’s course would be straight up the floor and the shortest possible way to the ball, while the forward would be running diagonally and so travelling farther.

To meet this criticism by affording the forward a direct and short course to a side tip-off, the “L” formation was designed. It is practical and efficient, especially if alternated, as it readily may be, by the forwards lining up first on one and then on the other side. Further, as the formation so closely resembles the “Y”, the latter may be employed also, without lessening the chances of success of the play. This policy presents a constantly shifting initial line-up to the opponents, which will be troublesome indeed for them and will require that their tip-off signals be constantly changed to meet the altered defense formation. In basketball there is little time to change signals once given and so the ball will frequently be tipped disadvantageously, even by a center in full control of the ball.

Positions of the Players:

1. The offensive forward A is located in the scoring area and on one side as in a balanced formation. He stands squarely facing his team mate guard, B about four feet from the mid-line drawn through the baskets, and about seven feet from a line drawn across the center of the court. Usually the forward is guarded closely by an opponent who locates behind him and to the in-
side of him. The opponent's remaining guard usually occupies his regular position unopposed.

2. The defensive forward C is located in the backfield on the side opposite to his offensive forward team mate. Similarly, he stands about four feet from a line through the baskets and about seven feet back of a line across the court through the circle. He faces squarely ahead.

3. The guards locate regularly in defense positions, B and D.

*Play at tip-off:* When the ball is tipped to the side, E the forward A facing it drives straight in and is in the best possible position from which to secure the ball. The course of either forward is always straight ahead when the ball is tipped to his side, otherwise it is always to his left. These alternate courses, "ahead or to the left," are clear cut. The tip-off indicates which one to follow. Therefore, a driving forward attack on every tip-off ball may be developed.

The center F leaves the circle on the side of the ball and is usually the third man in.

**BASKETBALL TOURNAMENTS**

By J. L. Griffith

In many states, where an attempt is made to determine the state championship in basketball, final state tournaments will be held this month. In these states the plan most generally followed is one which provides for preliminary tournaments, district tournaments where the winners in the preliminary tournaments compete, and the final tournament where the winners of the district tournaments meet. A few years ago invitation tournaments were held in several of the states. The meet was usually sponsored by some college or university or the State High School Athletic Association sanctioned the tournament in some cases and in some instances managed and controlled the contests. Frequently these tournaments brought together so many teams that the winners in the early games were called upon to play too many games in a few days. The plan of districting the state is superior to the other arrangement in that thus the winners are not required to undergo such a severe test.

In Indiana this year approximately six hundred and fifty teams have competed for state honors and in other states probably as many have competed in the preliminary tournaments. The state tournaments thus bring together the survivors from the preliminary and semi-final con-

(Continued on page 45)
BASKETBALL TOURNAMENTS

BY

LEO NOVAK

Mr. Novak graduated from Washington High School, Cedar Rapids, Iowa, and later from Coe College. He became head coach at his old high school in 1917. In 1919-20 his football team did not lose a game, his basketball team won the Midwest basketball championship and his track team won second place in the State Meet. In 1920-21 his football, wrestling, tennis and track teams won state championship honors, his basketball team won the national championship at the University of Chicago. It is not possible in the limited space available to list all of the honors his teams have won, but it should be added that he won the State Basketball Championship in 1921-22 and in 1922-23 lost only one basketball game out of nineteen played. —EDITOR’S NOTE.

Since I have coached high school basketball teams through several strenuous campaigns, and since I have conducted these teams through state, sectional and national championship tournaments, I have come to the conclusion that the task of directing the activities of a team through a big tournament is the most severe test to which a coach may be subjected.

Endurance

There are many things connected with the playing of a tournament with which a coach does not have to contend during the course of the regular season. Most important of these things is endurance. Tournaments are won by teams with the most endurance: the men must be able to play several games in a short time. Skill alone will not win. Regardless of how skillful a team may be, it is impossible for that particular team to win unless the members have stamina and endurance.

In seeking to conserve the energy of my boys I always adhere strictly to the following rules:

I insist that members of my team are resting practically every minute that they are not actually engaged in the playing of games. I always aim to keep my boys together at all times, and see to it that they do not remain around the gymnasium except when there for the purpose of competing. The excitement of the various teams coming and going, and the playing of games, tends to sap their stamina. Sitting on the sidelines when other teams are competing is very fatiguing, especially when the boys are interested in the teams playing. Coaches, themselves, are aware of this, most of them, no doubt, having experienced this feeling while watching their own teams.

I am opposed to boys bathing frequently during tournament days. I never permit more than one bath each day, and that of less than a minute's duration, followed by an alcohol rub. Bathing is an endurance drain and it is detrimental for boys to get under a shower after each contest. Another matter of vital importance is the time of arrival at the scene of operations, and the attendant practice sessions. I favor arriving the day before play is sched-
uled to start, and taking a light workout on the floor. If this is impossible, I do not believe in giving my team a long drill the day the games get under way. This tends to take off the edge, and when the boys move into competitive action, much of their strength already has been lost.

I see to it that the boys receive the proper kind of nourishment and at the right time. During the course of the season poached eggs, toast and tea is suitable food before a game, but in a long drawn-out tournament this sort of nourishment is inadequate to preserve the needed energy. In a meet where a team might be called on to play five or six games in two or three days, something more substantial is required. With my teams, for instance, when we are preparing for the first game we also have in mind the fact that, if successful, we will be called on to play several games, and consequently lay our plans accordingly. The above mentioned menu would be satisfactory before a morning game, after which, if sufficient time elapses before the next game to digest the food, a meal consisting of rare beef and a baked potato is necessary to preserve the stamina.

In this connection I have in mind a game, in which a really good team went on the floor in a logy condition shortly after eating a heavy meal and narrowly escaped defeat at the hands of a much weaker aggregation. On the other hand, I also can readily remember an instance that happened last year when a team, easily the class of the tournament in which it was entered, met defeat by an inferior team because the coach evidently laboring under the supposition that a team plays better on an empty stomach insisted that his boys participate in three games—morning, afternoon and evening—without any kind of nourishment.

**Overconfidence**

The suggestion that teams leave the gymnasium immediately after each game has a two-fold purpose. Besides the one previously stated I want to prevent my men from watching rival teams in action. For a team, especially one made up of younger fellows, in watching hostile aggregations is likely to become over-confident. They see a team play and note a number of blunders, and feel they can easily defeat the team in question. While they are thus patting themselves on the back, they fail to take into consideration the mistakes which they might make. This has been plainly emphasized to me in many cases when I have instructed young fellows to scout games. Usually they return bubbling over with confidence, assuring me there will be no trouble at all in winning. However, I always have maintained that a competent coach may watch opposing teams play, and, noting their mistakes, can explain them to members of his own team.

**Substitution of Players**

Still another question, perhaps the most important of all, is the frequent substitution of players during the course of the games. I always have worked on the theory that tournaments are won by ten men more often than by five.

I believe the best policy is to start the five best men, and then substitute at the proper time, especially for the men who do the floor work. Many high school teams, I have noticed from observation, are run by the star players and not by the coaches. When a team's star is going good he wants to stay in the game so as to make the all-star team and get a good "write-up" in the
THE HIGH SCHOOL BASKETBALL TOURNAMENT AND ITS PROBLEMS

CHAS. A. BEYER

Mr. Beyer was graduated from Lawrence College in 1912. He won his letter in football, basketball and track and competed in these sports for four years. From 1912 to 1917 he coached football, basketball and track at Rockford High School. In 1918 he was Director of Physical and Military Work at West Technical High School, Cleveland, Ohio. In 1919-20 he was Director of Physical Education and Athletic Coach at Lawrence College. Since 1920 he has been Director of Physical Education and Athletic Coach at Rockford High School.—Editor’s Note.

In some of our small states or in remote parts of the country where basketball is somewhat undeveloped, the winning of a state title may be a rather easy task, but in a dozen or more of our midwestern and eastern states where from three hundred to six hundred teams are battling for state honors, the task of producing a winner becomes a real problem.

In some states where all title contestants go to a designated place and play until a winner is produced, the tournament assumes the aspect of a Marathon race. It generally takes nearly a week to play such a tournament which often is not a fair test for some of the teams. A fairer scheme, which is widely used, is to divide the entire state into a number of districts and to assign all teams to one of these tournaments. A week or two later, the district winners meet in a tournament that decides the state championship.

In the state of Illinois, where the writer is best acquainted with tournament conditions, six hundred or more teams make a bid for state honors each year. It is necessary to play through three tournaments undefeated in order to win a state title. The state is divided into thirty-two or more districts, in each of which from sixteen to twenty teams play to decide the district championship. One week later the district winners meet at four designated sectional centers, about eight teams being assigned to each tournament. The following week the four sectional winners meet on the floor of the University of Illinois to decide the state championship. It goes without comment that the team which survives such competition and stands undefeated at the end is entitled to all the honor and glory which it receives. Often the competition in some of the district tournaments is so keen that some of the crack teams of the state are eliminated in the first tournament. This is often the case in the Cook County tournament, in which all suburban teams of Chicago compete.

Pre-Tournament Preparation

In discussing tournament play it is necessary to start with a team’s early season development. Tournaments are not won by whatever development a team can make during the week or two preceding tournament time. With few exceptions, teams that become potential tournament winners are great teams in dual
competition, even though they may not win all of their games. The coach must keep in mind that a team, properly fitted for tournament competition, is developed over a period of a few months and not in a week or two. There is so much to do when tournament time draws near that the team should be well grounded in fundamentals and properly conditioned before this time. Then the energies of the coach may be directed in perfecting offensive and defensive team play and in preparing for the conditions to be met on the tournament floor.

Several weeks before tournament time, a coach should have a pretty good idea who his regulars and his best substitutes are and should play them together as much as possible. He should give them much special attention; see that they are well grounded in every phase of the game; talk to them often about keeping in condition, about training properly, and keeping up their scholastic work. Let him strive hard to keep them free from injuries and sickness. Often a little advice can prevent sickness; but when sickness and injuries do come, he should give them prompt attention. It may even be necessary to lose a dual game or two near tournament time in order to give some of the injured or sick regulars a chance to recuperate and become fit for the hard grind to follow. To a team that has once or twice tasted victory in a big tournament, the winning of dual games fades into insignificance.

A great many coaches make a big mistake in taking on a schedule too heavy for boys of high-school age. During the first half of the season, a two-game-a-week schedule can be successfully carried, but the last week or two before a tournament one game a week should suffice. It is a fact recognized by medical men that much of the sickness and many of the severe colds which come to nearly every squad some time during the season, are brought on because of a reduction of vitality due to the severe strain of playing too many games. Sickness and injuries often come unexpectedly. What promised to be the strongest team in the Illinois state tournament last year lost a regular guard through sickness the day before the tournament began; a second player suffered a severe knee injury in the first game. The fact that these players were absent from the games had much to do with losing state honors, as capable subs were not available.

A coach should strive to build a good substitute for every position. Often a team which wins nearly all of its dual games and is boomed as a potential state champion possibility is beaten early in the tournament because of a lack of good subs. That no team is stronger than its substitutes is a maxim to be kept constantly in mind.

In dual competition, half of the games are played at home in a gymnasium in which the team practices every day. A team is fairly well acquainted with the gymnasiums in which it plays away from home. Most of them may be nearly the same size as its own. About 75% of the gymnasiums used by high-school teams have a playing area of from 2,000 to 3,200 square feet. With few exceptions all have wooden back boards. Some back boards are placed against the wall with no out-of-bounds on the end. Many gymnasiums have low ceilings, poor lighting, and inadequate out-of-bounds. Some have

(Continued on page 42)
COLLEGE WRESTLING

BY

CHARLES W. MAYSER

For a number of years Mr. Mayser was Director of Athletics and Football Coach at Franklin and Marshall College. Later he became Football Coach at Iowa State College and for a number of years was Director of Physical Education at this same institution. He is now back again at Franklin and Marshall College. When Mr. Mayser was at Ames he coached the wrestling teams with marked success. In fact, in the six years that he coached the wrestling teams Ames won forty-four meets and lost but two. He won the Western Conference Championship for three years in succession. Mr. Mayser is writing a series of articles on wrestling for the Journal.—Editor's Note.

THE candidates should be called out at the opening of college. Only light work should be indulged in at first. The men should be allowed to dabble at basket ball now and then. Perhaps once a week during the fall the men should be given road work. The season is long and it truly is a grind. The element of pleasure should be injected in the form of exercises differing from wrestling. There should be plenty of skipping ropes always at hand for the men to use. A number of medicine balls should also form part of the equipment. I know of no better method of development for endurance and strength, without resorting to violent games or personal contact sports, than to have one man throw six or a dozen medicine balls to another candidate who is standing about ten feet away and to have him return them as rapidly as possible. This should be kept up until the men

ILLUSTRATION No. 1

A college wrestler should never attempt a head lock. If he fails, he will be the under man. The man who is being headlocked by merely raising his head lifts his opponent and throws him to the mat and that brings him on top.

ILLUSTRATION No. 2

A simple way of breaking a half-Nelson. Turning the head one side shortens the hand and finger grip.
begin to show signs of wear. The balls must be kept going as rapidly as possible.

After the squad is selected, it is a good plan to have the older men show holds and breaks to the less experienced. This saves much time. While the head coach is trying out two of his experienced men, the rest of the squad should carefully observe the two men who are contesting.

The coach will point out the various mistakes made and in this way much may be learned.

While the men are observing, they should keep one or two medicine balls going, as they are

ILLUSTRATION No. 5

This subtle move is little known. It is a favorite of George Bothner's, perhaps the greatest light weight wrestler that ever lived. From the referee's position, the wrestler bends his knees quickly, keeping his hands in about the same position as in the referee's hold. When he is low enough, he slides his hands around his opponent's leg or legs. The whole movement appears to be almost one, the two moves blending into what appears as one. This requires much practise.

ILLUSTRATION No. 6

An effective method which is little known of getting onto the feet. A quick and determined front roll with one leg between the opponent's legs which is used to throw the opponent over the under man which will bring the under man on top or on his feet in short order. This move starts from the hands and knees.

(Continued on page 45)
Mr. Luehring was graduated from the University of Chicago where he was prominent in athletics. He coached for a few years in the middlewest and then went to Princeton as Basketball Coach and Director of Miror Sports. In 1919 he became Director of Athletics at the University of Nebraska and in 1922 was elected Director of Athletics at the University of Minnesota. He is Chairman of the N. C. A. A. Swimming Meet Committee and of the N. C. A. A. Swimming Rules Committee. He has had much to do in developing Ice Hockey in the middlewest.—Editor's Note.

INTERCOLLEGIATE Ice Hockey has been growing rapidly in the Middle West during the last few years. Michigan, Minnesota, Wisconsin, Marquette, Michigan School of Mines, Notre Dame, Carleton, St. Olaf, St. Thomas, Ramsey Tech, Missouri School of Osteopathy, Hibbing Junior College, and Eveleth Junior College, are among the institutions having intercollegiate schedules. Last year Michigan, Wisconsin, and Minnesota organized a “Big Three” Intercollegiate Conference Hockey League with a double round robin series of games. This league proved so successful in participation and student interest that it was resumed in 1924. Minnesota won the “Big Three” intercollegiate championship last year, losing but one of her eight conference games. This game was lost to Michigan at Ann Arbor after the Gophers had conquered the Wolverines for three successive games. Conference hockey history bids fair to repeat itself again this year. Minnesota has thus far won all of her games excepting one which again was the final game at Michigan. The Gophers are again Conference Champions although they still have two games left with Wisconsin. Coach Emil Iverson who is in charge of the winter sports program at the University of Minnesota, comprising skiing, figure and speed skating, and ice hockey, had but half of last year’s squad back as a nucleus for the Minnesota team. Even before ice was available he drilled the men in fundamentals of foot and stick work.

Ice fundamentals were continued and elaborated as soon as ice was available. Every effort was made to improve the technique of the men in quick pivoting, dodging, as well as in the team work fundamentals of passing, back checking, and defense work. The results showed that this daily practice in fundamentals was fully justified. The
Minnesota team advanced rapidly and proved superior in individual and team work to the other colleges which faced the Gophers as opponents.

Coach Barss of Michigan, himself, a former Canadian Hockey Star, now a graduate student at Michigan, is also thoroughly familiar with hockey fundamentals. As a result, the Michigan team presented the stiffest offense which Minnesota encountered this year. Michigan defeated Notre Dame twice, Wisconsin three times and Minnesota once.

Coach Blodgett, the best player on the Badger team last year, is building for the future at Wisconsin. He had over 100 Freshman playing hockey this year but with a new varsity squad could not develop great offensive power during the present season. The Badgers, however, put up a strong defense which gave their opponents all kinds of trouble. Among their notable achievements was a tie game with Michigan at Ann Arbor and the loss of a 2-1 game to Marquette at Milwaukee after three extra periods of play. Wisconsin lost a number of the last year's team and consequently was greatly handicapped in team work. Marquette University was represented by one of the strongest teams in the Middle West. Jake Thompson, a former star on the Milwaukee team in the United States Amateur Hockey League was the coach. The schedule included a home and home series with Minnesota, and Wisconsin as well as games with Michigan, St. Thomas, Ramsey Tech, Michigan School of Mines, and Notre Dame University.

Hockey is well adapted for intramural games. Most of the colleges above cited have extensive intramural leagues. At the University of Minnesota, fraternities are taking part in hockey, and each fraternity is represented by at least one hockey team. A schedule of more than fifty games has been arranged and most of the series has been played, and great interest is

(Continued on page 38)
In the January Journal under the subject of Organization and Administration matters pertaining to equipment and the purchase of equipment were discussed. In that article it was suggested that some of the schools and colleges used order blanks when purchasing equipment. This is to be recommended not only for colleges and the larger high schools, but also for the smaller institutions. The reasons are evident. If the purchasing agent orders a bill of goods verbally, the chances are that he will not make a record of the transaction. Thus in case of a dispute when the goods are delivered the buyer will not be able to show just what goods were ordered. If the purchasing agent is accustomed to the use of order blanks, he will confirm verbal orders with the regular blank which may be sent later to the firm from which the goods were ordered.

If the coach makes a practice of ordering goods by letter, undoubtedly he keeps a carbon copy of his order. The purchase order blanks, however, are uniform in size, may be systematically filed and if used will prove a timesaver. Further, it is desirable to use an order number, which will check with the invoice number. In addition it may be suggested that the coach who uses order blanks and preserves them will have in his file a complete record of his purchases, from which he can easily make reports for the season or year.

The following form is suggested as a guide in printing order blanks. The usual letter size, eight and a half inches by eleven, is commonly used:

The original copy of the purchase order is sent to the firm with the two voucher forms and the duplicate purchase order, which should be printed on colored stock is filed until the goods are received. With the duplicate blanks in the files, the purchasing agent may readily check up at any time to ascertain when the goods were ordered, and what numbers were ordered. When the bill is paid the duplicate purchase order may be filed with the receipted voucher. When possible, goods should be ordered by catalogue numbers.

The accompanying voucher forms are recommended as having proved satisfactory in a number of institutions. The original or white form is filed with the copy of the purchasing order to show payment and the duplicate form is returned to the shipper with the check to show what bill is paid. Some firms will return their own voucher forms along with the voucher forms which were attached to the purchase order, but this need not cause any confusion. Every business house conducts its business on a business-like basis.

It will be noted that the blank provides for a statement of terms. It is customary for firms to give two per cent discount where bills are paid in ten days after the invoice is received. When orders are placed a number of weeks in advance it is well to stipulate that the goods are to be billed as of a

(Continued on page 16)
ATHLETICS—ANCIENT AND MODERN

That there is a striking similarity between the development of athletics in ancient Greece and modern America has been called to our attention in recent days by several prominent educators. These men have noted that the so-called evils incident to our athletics were prevalent in Hellenic athletics and some of them have suggested that with the corruption of athletics in the Greek world athletics grew in disfavor and ultimately were discontinued. It has further been pointed out that the fate of Greek athletics and the fall of Greek civilization were coincident.

With the record of the past before us it might be advanced that Greece built large stadia, athletics there were highly organized, professionalism crept into the contests and there was some evidence of crookedness in the conduct of some of the games and therefore since we are concerned with these same phenomena today, athletics here are headed toward disaster and our civilization is in danger.

Three remedies are usually advanced for these ills of athletics. Ailments which are usually grossly exaggerated and some of which exist only in the minds of those who "view with alarm" the present tendencies in our athletic system.

First, there are those who would abolish inter-institutional athletics. The man who easily despairs of solving problems connected with his business or profession and therefore would abandon what he has, is akin to the man who seeing mistakes being made in the administration of a government would overthrow the government and make it over along idealistic lines, or the doctor who would kill his patient instead of attempting to cure him. The individual who favors abolishing competitive athletics, it may safely be predicted, will not accomplish his desires. He is not an unmitigated nuisance, however, because he serves to keep us from settling down into a state of smug complacency and from believing that our athletics are ideal. Certainly we must continually strive for higher standards in the conduct of our games and sports as we must if we are worth while Americans manifest zeal for the best possible administration of government in our cities and nation.

Second, some there are who would place limitations on the development of competitive athletics. Just how this is to be done is another matter. In the leading colleges, schedules have been limited, the length of the pre-season football practice prescribed, and other conditions imposed, all of which restrictions have undoubtedly proven satisfactory when viewed from every angle. Those who are talking in terms of restricting the development of college
athletics are not chiefly concerned with the competitive features of the contests, but with the size of the crowds that attend the games and the amount of money which is taken in at the gate. No one has yet suggested where the limitations should be placed on the number of people who may be permitted to view the games or how much money the football manager may handle without contaminating the players. The Journal believes that if the ticket money is unwisely expended, then those in authority should see that it goes into the right channels, but for the most part the profit from the games is used for buildings, improvements and maintenance and is not thrown into a fund from which the athletes are paid as so many would have us believe.

Third, then there are others who are convinced that though our athletics are continually improving, yet there is a great deal to be done to make them of the greatest possible value to society. This work is to be accomplished by the men who are directly responsible for the administration of athletics. These men not only have it in their power to shape athletics along the right lines, but there is accruing evidence that they are so doing. The schools and the college governing boards throughout the last quarter of a century have not in the main labored constructively to make the physical education activities a force in the educational system, but have only adopted restrictive measures toward athletics. There is developing a new attitude toward these things, however, in educational circles and the next quarter of a century should witness some very significant developments in physical education.

The coaches and athletic directors who teach the principle of respect for the rules of the game, who uphold the highest ideals of sportsmanship and who are developing ethical standards through the medium of athletic games are the men who will chiefly be credited with having saved our athletics and possibly our civilization from the fate which befell Greek athletics and Greek civilization.

THE BASKETBALL SEASON

A few years ago a crowd of ten thousand people at a football game was unusual. This season a number of basketball games were attended by that many spectators. The interest in a sport is easily measured by the attendance figures at the games. Basketball, however, is not only popular with the fans, but is also the favorite intramural sport of the students in the colleges, and it is probably true that more schools support interscholastic basketball teams than football, baseball and track teams.

Taken as a whole the new basketball rules have proven satisfactory. Some think that the rules should be changed to prohibit stalling, but it would not be fair to legislate against stalling on the part of the offense and not against stalling by the teams on defense. The unwritten law of sport will operate as regards the ethics of this practice and the desirability of a new rule on this matter is questionable.

It would be a good thing if basketball did not leave so much to the judgment of the officials, but since the officials play so important a part in the sport it is all the more necessary that care be exercised in selecting the officials and then when they have been appointed, the coaches and players must uphold these men and abide by their decisions.
certain date. For instance, if football equipment is ordered in the Spring and the goods will be needed September 10th, it is well to stipulate that the goods are to be delivered on or before September 1st and billed for September 1st. In a great many cases the manufacturer will ship the goods before September 1st, but he should date the invoice as of September 1st. This permits the purchaser to take advantage of the discount terms. In the course of a year the coach who discounts his bills will save considerable money for his school.

At the bottom of the voucher is the blank marked "Appropriation." This space should be used for indicating whether the goods are to be charged against football, basketball or what.

The line "Rec'd O. K." is to

ATHLETIC ASSOCIATION  
West High School  
Portland, Penn.  
PURCHASE ORDER  
Date ___________________ 192

Please deliver the following articles to the Athletic Association:

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<th>ARTICLE</th>
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Please follow directions exactly:

I. Address every package of goods to
   JOHN DOE,
   Athletic Association,
   West High School,
   Portland, Pa.

   Order No. ____________________
   Ship via ____________________  

II. Please bill us for goods on the attached voucher forms returning both the white copy and the duplicate pink copy. Be sure to indicate our purchase order number on all voucher forms.

   PURCHASING AGENT
   Approved by: ____________________
be used when the goods are received by one person and the voucher approved by another. Frequently mistakes will be made in shipping. When such is the case, when the boxes are unpacked the fact will be noted in this space.

Some will suggest that purchase order blanks and voucher forms may be all right for the large universities that purchase many thousands of dollars' worth of equipment during the year, but that they are not necessary in the small schools. While it is true that a big business may require a more elaborate system of bookkeeping and filing than a small business, yet there is need for a system even when business is conducted on a small scale. The cost of printing the forms is distributed over a number of years and consequently is inconsequential. It is safe to predict that if a coach has once used this plan for a year, he will continue to make use of it indefinitely.

ATHLETIC ASSOCIATION
West High School
Portland, Penn.
VOUCHER
To be Returned to Purchasing Agent
ALL BILLS MUST BE RENDERED IN DUPLICATE ON THIS FORM
Our Order No. ______________________ Date ________________
Must be shown on all voucher forms.
Dr. to ____________________________

Name of firm

Address of firm

Terms ______________________ Your Order No. _____ Your Invoice No. _____
Unless other terms are given, 2 per cent ten days, net 30 days will be applied. Discount period will run from date of receipt of invoice.

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(Do not fill in anything below this line.)

Appropriation__________________ Approved__________________
Rec'd O. K. ___________________ Date ___________________
SPECIFIC INJURIES IN ATHLETICS

By George T. Stafford

Under the subject of “The Physical Director or Coach in the Field of the Physical Subnormal,” Mr. Stafford, who is Assistant Professor of Orthopedics and Physical Diagnosis at the University of Illinois, has already contributed articles for the May, September, October, November, December, January and February Journals. Periodic Health Examinations will be discussed by Mr. Stafford in the April issue.—Editor’s Note.

TREATMENT. Rest with the arm fixed in a position of abduction and slight external rotation, the weight of the limb being taken off the shoulder joint. Many cases respond to the rest treatment of a bandage supporting the elbow and carried across the opposite shoulder. An auxiliary pad will help in the necessary abduction. Rest and support comprising the major part of the treatment heat and very light massage may be given until pain subsides. Exercises may then be given the arm with the patient supine; diathermy is indicated and finally active exercises. The abduction movements must be totally free from discomfort before the active exercises are started. The general health of the individual must be watched. If the case shows chronic constipation it will be well to bear in mind that any toxic or irritating substance which is thrown in the blood stream will have its effect on the existing weakness in some other part of the body.

Many cases do well with a shoulder spica or a figure eight bandage. The Scotch douche used in hydrotherapy is found helpful in creating a local reaction. This may be used on adjacent muscles which support the part. In this way the tone of the entire shoulder is improved and a lessening of the strain and pressure on the tender bursae results.

The Elbow Joint

Olecranon bursitis is found in basket ball cases where a man is suffering from an enlargement on the point of the elbow. Full extension of the arm causes tension on the bursae or fluid sac and pain results.

Treatment. The removal of the effusion is generally accomplished by pressure as from a pad and bandage. The part should be given adequate rest and further playing allowed only with the elbow well protected by a suitable elbow pad.

Tennis Elbow. This condition may be caused by an inflammation of the radiohumeral bursae, or by a strain or pulling apart of some of the fibres of the muscular insertion of the extensor muscles of the forearm which attach at the external condyle of the humerus. Pain is felt on lifting some object or when the fist is clenched. A slight swelling may be seen as well as a very small definite area of pain felt. Dr. Whitman quotes Sir Robert Jones’ treatment as follows: “Direct pressure is made at the sensitive point by several thicknesses of adhesive plaster fixed in place by adhesive tape. A similar pad for compression is then placed upon the muscle below the joint. The first pad is designed to press
out the effused fluid and thus to permit direct contact of the separated tissues. The second is by pressure on the muscles to limit their activity. The same principle applies to similar injuries to other joints.” This principle of limiting the muscular activity of affected parts is often seen in the average person applying a wrist strap for “some” sprain or strain in the wrist or forearm, or the laborer wearing a wide belt around the waist for a back injury. The restriction is to avoid the use of the injured part.

**The Wrist**

Sprain of the Wrist. A large number of “frail” or weak wrists results from the careless diagnosing of sprained wrists where in many cases a dislocation or fracture of one of the carpal bones should have been the diagnosis. Jones and Lovett say that dislocation without fracture is not common in the wrist. Enough has been written to caution the coach or physical director from careless diagnosing of sprained wrists. The advice of an Orthopedic surgeon and the further assistance of the X-ray should precede the decision on the majority of cases.

Assuming that the treatment will be for real sprains the procedure is as follows: A gauze bandage may be applied about the metacarpus (bones between the fingers and the small bones of the wrist), the wrist and the lower part of the forearm. Adhesive may then be applied to act as a light splint. This prevents injury to the affected parts due to strain and at the same time allows enough functional movement necessary to nourish the injured part and hasten absorption of the effused material in and around the injury.

Further treatment: Heat followed by cold or massage and diathermy to hasten repair of the damaged parts. Care should be exercised in the use of the wrist following a sprain. It is well to avoid heavy work for at least two weeks and then the wrist be protected from further strain by a suitable strapping which is worn ONLY while the work is going on. Due care must be given that the wrist is not allowed to become weak due to the continual wearing of the protection.

**The Back**

Bruises of the soft parts of the back. These are the results of kicks or falling on or against unyielding surfaces.

Treatment. Hydrotherapy in the form of hot and cold water applications hasten the absorption of the effusion and restore tone to the part. A counter irritation such as electricity or iodine is sometimes found helpful. The criss-cross adhesive strapping which aims for artificial support of the injured erector spinae muscles is the logical procedure to follow the hot and cold applications.

Sprains of the Back are caused by some sudden forms of violence in the way of a twisting of the body in an unguarded moment.

Symptoms. Pain over the site of the sprain, often discoloration, limited movements and swelling.

Treatment. Complete rest until the acute stage has passed. For the athlete, the criss-cross adhesive strapping will suffice as rest for the part. The ordinary hot and cold applications may be used and if diathermy is convenient, a systematic procedure with deep heat, followed by massage will soon put the man back in the game.

**Sacro-Iliac Disturbances**

Sprains. A true sprain of the sacro-iliac articulating parts generally comes from sudden falls
with the thigh abducted. The symptoms are local pain on pressure or motion. The strappings which start at the front of the hip bone on one side and circle to the body to the front of the opposite hip bone generally bring relief if proper rest is given and the part treated by ordinary sprain methods.

Dislocations of the sacro-iliac. The question immediately arises as to whether there is really a separation of the parts. The majority of doctors do not admit of a separation but rather speak of a relaxation of the pelvic articulations caused by a malposition of the sacrum. The symptoms are local discomfort at or around the articulations, pain along the sciatic nerve, generally induced by forward bending of the body with the knees straight or leg raising with the knee extended. The treatment is as follows: For temporary relief the adhesive strapping may be used to stabilize artificially the pelvic region at the back. Further treatment is to tone up the part with physiotherapy measures which have been outlined above. In cases where good response is not found from this treatment a special belt or corset may be used as a retentive apparatus to be used in connection with the other treatment.

**Testicle Injury**

Owing to the numerous happenings in athletic sports, it is well to know the physiological treatment for this painful condition.

The cause is well known. The treatment consists first of all in relieving the pain first by elevation of the parts and hot applications. The hot applications will cause further congestion so cold must always follow the hot to relieve this congestion. A suspensory bandage should be worn until the parts regain normal tone again.

**The Knee**

Structure. The knee is a hinge joint allowing slight rotation outward of the tibia (shin bone) on the femur (thigh bone) as the leg is extended. With the knee bent, internal and external rotation is allowed as well as a slight forward and backward motion. A fibrous capsule almost completely surrounds the joint.

The joint is further supported by a number of ligaments, muscles and tendons, chief of which for this consideration, are the anterior crucial ligament, the posterior crucial ligament and the internal and external lateral ligaments. The anterior crucial ligament assists in preventing forward displacement of the tibia. It is attached to the upper front part of the tibia and partly to the lateral (outer) semilunar cartilage and passes upward and backward to the inside of the lateral condyle of the femur. The posterior crucial ligament is attached to the upper back part of the tibia and passes upward and forward to the inner side of the medial (inner) condyle of the femur. This ligament assists in preventing backward displacement of the tibia. The internal lateral ligament is attached to the internal condyle of the femur and runs down to the internal condyle of the tibia. The external lateral ligament is attached to the external condyle of the femur and runs down to the head of the fibula.

Between the bone of the thigh and the bones of the leg are the semilunar cartilages. These are arranged as buffers to prevent the tibia and femur being pressed together, but allow full movement in the normal joint without interference with the movement. When the knee is bent the two cartilages slide forward toward the center and when the joint is
extended they slide away from the center.

Injuries to Knee Joint: As the internal cartilage and the internal lateral ligament are the parts most affected, the discussion will be limited to conditions on the inner side of the knee. Internal lateral ligament. Under normal conditions this ligament supports the inner side of the joint but with the knee slightly bent and the foot turned out, a sudden weight thrown on the structure or a slipping outward of the foot, causes an inward rotation of the femur and a tearing of the short internal lateral ligament (usually at the tibia end of the insertion) and a slipping of the femur over the rear of the internal cartilage, which is attached to the internal lateral ligament. The common result is a "nipped cartilage" and often a sprain fracture where the ligament is torn from its attachment on the tibia. The least that

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Football: The fundamentals of football, with the play of each position. Should be in the hands of players for spring training.

TYKE'S R. 'OBBI, Mr. Detroit Baseball Team: I take great pleasure in recommending it to high school coaches and players—In fact, any young man who is interested in athletics will find this book a good guide and a very great help.

A. A. STAGG, Univ. of Chicago, Ill.: I have only skimmed over it now, but believe that it would be a very interesting and informative piece of reading. I hope soon to be able to really read the book.

BOB. W. EDGREN, Los Angeles, Calif.: I wish I'd had that book many years ago when I was a boy evolving "styles" in hammer throwing and shot putting and a lot of other athletic feats without coaching and without much of an idea of the way these things are done by those who know how. The book is a useful book to any athletic boy, or any boy who isn't athletic and would like to be. I enjoyed it, although somewhat of a veteran in sports.

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may be expected is a sprained internal lateral ligament.

Symptoms: Pain at the inner side of the joint and especially when the foot is turned out, swelling and limitation of movement.

Treatment: A splint or cast should be used for immobilization for two or three weeks, a one-quarter inch lift on the inner border of the heel to throw the weight to the external ligaments and to relieve the strain on the internal lateral ligament. Weight bearing is allowed with the lift on the heel and a splint on the knee, only after a week. The patient should then be instructed to walk with the toes turned in, or pigeon toed. Following this the part should be toned and general treatment given which will develop normal function in the joint.

Internal semilunar cartilage. Due to the attachment of this cartilage to the internal lateral ligament, it is often involved in athletic injuries. If the action of the cartilages in flexion and extension of the knee joint is remembered, it is easy to see that with the knee slightly bent, the common injury is displacement of the cartilage inward. The wedge shaped disc margin is pulled into the joint and gives the common picture of “locked knee.”

Symptoms: Generally an inability to extend the joint fully, pain and effusion.

Treatment: Absolute reduction. Unless the patient can actively extend his leg fully, the reduction is not complete. The usual reduction procedure is as follows: 1. The knee is fully flexed and rotated inward on the femur. 2. On the count of “three” the patient kicks (extends his leg straight) as the operator assists and gives slight adduction at the joint to allow as much space as possible for the cartilage to slip out to its normal position. This is usually the doctor’s work and should not be attempted by the coach, unless in an emergency.

Full fixation by a splint or cast should be given for at least two weeks and even for three weeks. This allows the injured tissues to unite and the cartilage to become attached again. After three weeks, the limb may be used with the lift on the inner border, toes should be turned in and a support should be used to prevent strain on the inner part of the knee. Following this, the procedure is simply to tone the part and to work for normal function of the joint. Attention should be given the parts above and below the knee as well as the knee itself. This applies especially to the thigh muscles.

Synovitis or inflammation of the synovial membrane which lines the joint: This is caused by violence which may be either a blow or a movement of the joint outside of the physiological limits. It often accompanies the knee injuries which have just been described.

Symptoms: Motion painful and limited due to irritation and further secretion of synovial fluids, floating patella or “clicking patella.”

Treatment: Rest by immobilization, and massage to relieve the effusion. Bandaging over cotton will often prevent effusion or exudation and should be applied as soon after the injury as possible. Dr. Moorehead’s “rail fence” dressing (page 168 “Traumatic Surgery”) is useful to prevent further irritation. Complete immobilization, for a period of any length, will cause muscular atrophy. Massage is, therefore, necessary to restore tone to the part. Body tone must be maintained but exercises should not call for a movement of the joint for three weeks. After this
period carefully administered non-weight bearing exercises should be given. Care must be exercised to protect the part from movement, which the patient knows from experience will cause discomfort.

The Ankle

"Sprained ankle." Owing to the strength of the lateral ligaments and the numerous bony parts which may become involved in the injury, the term "sprain" should not be used without good reason. A sprained ankle, involving the ligaments ONLY, may properly be termed a "sprain."

A sprain is generally caused by a sudden movement of the foot beyond physiological limits. If the capsule is involved, a swelling generally results at once. Pain is felt locally and movement which involves a stretching of the injured part also produces pain. Discoloration is due to the internal bleeding.

It is well in ALL ankle cases to determine by X-ray whether or not a sprain, fracture or dislocation is present. Displacement, due to fracture of the tibia, is not always present in many so-called "sprained ankles." Thus it is always best in every case to play safe and have the X-ray taken as soon as possible.

Treatment of a Sprained Ankle: Rest is always called for, avoidance of weight bearing, and elevation of the limb to avoid congestion around the injured part. Ice packs, for the first day or until the acute stage has passed, will help in eliminating much of the swelling which generally is present. At the end of the first day, a one-inch thickness of absorbent cotton bandaged by an ankle bandage (the edge of the cotton should protrude at least one inch beyond the bandage) will give sufficient immobilization and

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pressure to allow nature to repair the injured part, prevent further damage and keep the effusion out of the joint. At the end of two days hot and cold applications, and other measures to promote circulation, should be used. Massage may be used to hasten absorption of effusion. Adhesive strapping may be used from this time through a period of three weeks, at which time the usual athletic sprain should be well. It is wise to note any foot difficulties, such as pronation or flat-foot, and make suitable correction in the shoes to allow comfortable and correct mechanical action of the feet in locomotion. The usual figure eight bandage should be used in all games for protection against ankle injuries or foot strain. These should not be worn when the patient is not engaged in athletics or exercise.

Another type of treatment often used is hot and cold applications to the injured part and careful strapping "Gibney or basket-weave," by means of this method the tape takes the place of the injured ligaments, thus allowing sufficient rest and repair. The foot may then be used immediately. This treatment cannot be recommended as a general one, as it requires a rugged development to bring about perfect recovery.

"Sprain fractures." Owing to the strength of the ligaments, a severe twist of the ankle often tears a small flake of the bony surface with it. Pain, swelling in the joint, incomplete function, pain and tenderness over the torn parts, are symptoms of this condition.

Treatment: First reduce the effusion and then treat as a fracture. A plaster cast is the safest for two weeks to allow the bony flake to grow back again. At the end of two weeks, tonic treatment and massage may be given, gradually allowing active use of the part. The common crepe ankle bandage may be used for two weeks longer and at the end of this period (four weeks in all) the part should be normal again. If there is a slight disability, this should clear up in a week, providing tonic treatment is given and the adhesions have been broken.

Myositis Ossificans, or a hardening of the connective tissue of the muscle, resembling bone in its structure. This condition is discussed because of the common error which is made in mistaking this condition for "Charley Horse."

Lovett and Jones' "Orthopedic Surgery" speaks of this condition as having "its origin in an escape of bone elements induced by the original trauma (injury) and is most often the result of considerable tearing of muscular attachment from bone, accompanied by a varying amount of hemorrhage. With the torn muscular attachment, fragments of periostium and osteogenetic tissue are pulled away, and these apparently are originators of interfibrillar and intermuscular septa."

Massage, in place of assisting in the removal of the clot, only increases the blood supply to the clot and augments the further growth and size of the mass. Therefore, while massage may be useful in "Charley Horse," it is NOT to be used in myositis ossificans.

Symptoms: Differing from "Charley Horse" myositis ossificans gives little pain at first, simply a slight inability to function fully in the particular muscles involved (usually the front of the thigh). The limb may be heavy and while the part becomes harder, the movement of the limb is more difficult and ties up very easily.

Diagnosis: X-ray is necessary (Continued on page 39)
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CALISTHENICS

BY

R. W. ROGERS

Mr. Rogers attended Morningside College for three years and then transferred to Springfield College where he was graduated in 1911. After graduation, for two years he was Director of the Gymnasium and assistant coach at Drake University. He then was Director of Physical Training at North Des Moines High School for two years and for five years was in charge of required work and intramural athletics at Iowa State College. He now holds a similar position at Grinnell College. This is the concluding article of a series which Mr. Rogers has written for the Journal.–Editor's Note.

Lesson Seven

1. Hip firm position: Head rotation — Begin. (1 to 16 counts).
15. Right toe touch to side with right arm sideward raising left hand to shoulder—Place. (1). Position. (2). (Alternate to right and left.)

Lesson Eight

1. Alternate right and left knee raising with hands back of head—Place. (1). Position. (2).
2. Head firm position. Head to right resisting with hand—Bend. (1). Raise. (2). To left—Bend. (3). Raise. (4).
3. Deep knee bend with hands to shoulders—Place. (1). Left arm sideward fling and right arm upward—Stretch. (2). Left hand to shoulder and
right arm sideward—Sink. (3). Position. (4).

4. Arms sideward raise position. Alternate right and left leg rotation—Begin. (1 to 16 counts).


8. Prone position with arms placed forward: Raising right
arm and left leg from floor on (1). Lower. (2). Left arm and right leg—Raise. (3). Position. (4).


11. Supine position on floor, hands beneath hips. Flex legs and take cycle movement. (1 to 32 counts.)


15. Breathing exercises.

**Lesson Nine**

1. Flexion of fingers—Begin. (1 to 16 counts.)
2. Wrist flexions—Begin. (1 to 16 counts.)
3. Forearm flexions—Begin. (1 to 16 counts.)
5. Arms fore-upward and right knee—Raise. (1). Lower. (2). (Alternate right and left.)
7. Hips firm position. Alternate right and left rotation of trunk—Begin. (1 to 16 counts.)


11. Stride stand, hands clasped above head. Swing arms and trunk fore-downward and to right on (1). Forward-upward on (2). Between legs on (3). Fore-upward on (4).


Lesson Ten

2. Bend stand position. Shoulder rotation—Begin. (1 to 16 counts.)
7. Arms sideward raise position. Arm circles—Begin. (1 to 16 counts.)
8. Knee bend rest position. Feet
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10. Supine position with legs foreupward raised. Rotation of legs—Begin. (1 to 16 counts.)

11. Stride stand and hips firm position. Circumduction of Trunk—Begin. (1 to 16.)

12. Run in place. (1 to 32 counts.)


**Lesson Eleven**


2. Head twisting from right to left—Begin. (1 to 16 counts.)


7. Front leaning rest position. Arm bending and alternate leg raising. (1 to 16 counts.)

8. Alternate toe touching backward with opposite knee bending and arms fore-up-
ward—Raise. (1). Position. (2).
9. Left leg and right arm side-
ward—Fling. (1). Position. (2). (Alternate right and left.)
10. Arms to thrust p o s i t i o n. Trunk twisting and arms side-
ward—Raise. (1). Position. (2). (Alternate right and left.)
11. Hip firm position. Rock step —Begin. (1 to 32 counts.)

Dumb Bell Drill

Note.—Emphasize all counts.

Position—Head up, chin in, chest out, shoulders back and down, feet spread about twenty inches apart, bells grasped tightly in hands, arms straight and hanging by sides of thighs, palms in.

Count 1—Swing between spread feet; bend back as much as possible, head well down, knees bent a little.
Count 2—Straighten and bring bells to point of shoulders, palms up.
Count 3—Thrust to sides horizontal. palms down.
Count 4—Bring bells back strong to face of shoulders, palms up.

No. 2

Count 1—Trunk forward, oblique bending, striking bells together back of heel.
Count 2—Trunk raising with forearm flexion forward.
Count 3—Trunk forward, oblique bending with arms quarter oblique flexing.
Count 4—Trunk raising with forearm flexion forward.

No. 3

Count 1—Swing arms between feet with trunk fore-down-
ward bending.
Count 2—Trunk raising and

---

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In less than two hours 3500 seats are up and ready for the swimming meet tonight. Tomorrow rush them away for the basketball game. Then knock them down and store them away in little space until the next crowd must be made comfortable.

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WRITE FOR CATALOG

---

Bring bells to face of shoulders, palms up.
Count 3—Push to front horizontal.
Count 4—Bring bells back with force to face of shoulders.

**No. 4**

Count 1—Bells sideward raise.
Count 2—Bells to shoulders.
Count 3—Bells sideward thrust.
Count 4—Bells lowered to side.

**No. 5**

Count 1—Swing bells between feet.
Count 2—Bring bells to face of shoulders.
Count 3—Push to high vertical.
Count 4—Bring bells back to face of shoulders.

**No. 6**

Count 1—Trunk forward bending swinging arms between legs.
Count 2—Trunk raising with forearm flexing.
Count 3—Thrust to side horizontal with quarter trunk rotation.
Count 4—Back to position one.

**No. 7**

Count 1—Trunk fore-downward bending, swing arms between feet.
Count 2—Trunk fore-upward raise, and swing bells up above head, bending elbows and trying to touch thumb ends between the shoulder blades.
Count 3—Trunk fore-downward bend and swing arms between feet.
Count 4—Trunk and arms fore-upward raise.

**No. 8**

Count 1—Arms and bells fore-upward raise.
Count 2—Arms and bells fore-downward sink.
Count 3—Arms and bells forward upward raise.
Count 4—Arms and trunk forward downward sink.

No. 9

Count 1—Jump to stride stand position and bring bells to face of shoulders.
Count 2—Trunk forward downward bend and swing arms between legs.
Count 3—Trunk forward upward raise and bring bells to face of shoulders.
Count 4—Jump to position of attention.

Question: Should the starter always set a sprinter or other contestant in a track event if he breaks over before the gun is fired?
Answer: The rule reads: “Any competitor starting before the pistol is fired shall be put back one yard.” Some starters will call the men “up,” if he sees they are wavering, but if they go over before he calls “up” or shoots they should be set.

Jiffy Jock Strap
Snaps into place without removing clothing

In purchasing supplies for Spring training trips, Athletic Directors and Managers of Baseball Teams are invited to consider this new and totally different Jock Strap.

Made by Johnson & Johnson, the Jiffy Jock Strap is of finest quality elastic, with a scientifically designed pouch which affords greater comfort, protection, and freedom from chafing.

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and gymnasium instructors are invited to investigate the Jiffy Jock Strap. Most druggists have it. If yours can't supply you, write us and we will see that you are supplied.

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UNITY BUILDING

BLOOMINGTON, ILLINOIS
Five years ago a Midwest Federation of State High School Athletic Associations was formed. Last year at the Cleveland meeting of the National Association of Secondary-School Principals this was expanded into a National Federation. The second annual meeting of this national body was held at the time of the recent N. E. A. meeting in Chicago, at which time representatives of nineteen State High School Athletic Associations convened in the Hotel LaSalle. This group of leaders who are prominent in the administration of high school athletics discussed the objects of the Federation, chief among which are the following:

First: A national organization is of value in formulating standards, in unifying eligibility codes and in encouraging the setting up of athletic administrations designed to develop the character of the players and spectators.

Second: Such an organization constitutes a medium making it possible for an exchange of ideas through its meetings. Co-operation is necessary on the part of the individual schools if State High School Athletic Associations are to function properly and co-operation on the part of the State High School Athletic Associations will enhance the development of athletics nationally.

Third: Investigation, study and research as applied to the problems of high school athletics are very much needed if we are to administer our athletics intelligently. A great many mistakes are now being made because facts are not available. The National Federation can render valuable service by conducting studies relative to athletic problems and then by giving full publicity to the results and conclusions.

The constitution for the Federation is as follows:

CONSTITUTION

Article I—Name
This organization shall be known as the National Federation of State High School Athletic Associations.

Article II—Object
The object of this federation shall be identical with that of the state associations which compose it, namely, to protect the athletic interests of the high schools belonging to the various associations and to promote pure amateur sport.

Article III—Membership
The unit of membership in this federation shall be the state athletic association. The charter members of this association are Indiana, Michigan, Wisconsin, Iowa and Illinois, by the ratification of this Constitution by their respective state associations. A new member may be admitted to this federation by the following procedure:

1. By making application to the Secretary of the federation through its own officers after having voted in favor of becoming a member at its own annual meeting.

2. By receiving a two-thirds vote of the Board of Cooperation.

Article IV—Board of Cooperation
Section 1. The executive agent of this federation shall be the Board of Cooperation, consisting
of one member from each state association elected by the executive committee or board of control from its officers or board of control.

Section 2. The officers of the Board of Cooperation shall be a President, Vice-President and a Secretary, who shall be elected by the Board from among its members.

Section 3. The President and Vice-President shall serve for a period of one year or until their successors have qualified. The Secretary shall serve during the full term during which he is an officer in his own state association.

Section 4. Officers shall be elected at the annual meeting or at any meeting at which a vacancy is apparent.

(Continued on page 37)

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THE OLYMPIC TRY-OUTS

The following letter will be of interest to all coaches who may be interested in the plans of the American Olympic Committee for selecting the members of the American Olympic team for the games in Paris this summer.

Attention is called to the statement that contestants who qualify in college conference meets may enter the final try-outs without competing in the sectional meets, which are arranged primarily for the ex-college and club men. The secretary of the American Olympic Committee informed the members of the executive committee of the National Collegiate Athletic Association that all established conference meets would be recognized as official Olympic tryouts. This makes it possible for college men to qualify in their sectional meets with minimum expense. Inasmuch as all of the sectional meets will be considered as preliminary trials for the final meet in Boston, the National Collegiate Athletic Association has decided that it will not be advisable to conduct the National Meet this year, but instead college men will be urged to prepare themselves for their sectional and conference meets with the idea of their qualifying for the meet where the final team is to be chosen.

AMERICAN OLYMPIC COMMITTEE

305 Broadway, New York
February 16, 1924.

To the Members of the Olympic Track and Field Committee.

Gentlemen:

At the request of William C. Prout, Chairman of the Olympic Track and Field Committee, I submit herewith for your approval a plan for the holding of sectional tryouts in track and field, to determine the best athletes in the different sections of the country who should come to the final Olympic tryouts to be held at the Harvard Stadium, Cambridge, Mass., on June 13th and 14th. This plan will be submitted by Chairman Prout for consideration at the next meeting of the Executive Committee of the American Olympic Committee if it meets with the approval of the Olympic Track and Field Committee. These sectional tryouts should be held on or before June 7th. The athletes competing in the final tryouts must be prepared to sail on June 16th.

I will appreciate your sending me at your earliest convenience any suggestions you may have to offer on this subject.

The general plan calls for dividing the country into 8 sections and holding sectional Olympic tryouts in the most conveniently located city in each of these sections. The divisions are as follows.


SOUTHEASTERN — (North and South Carolina, Georgia, Alabama, Florida, Tennessee) at Atlanta, Ga., June 5.

CENTRAL — (Ohio, Indiana, Kentucky, Illinois, Michigan, Wisconsin and Minnesota) at Chicago, Ill., or Detroit, Mich.

MIDWESTERN — (North and South Dakota, Nebraska, Iowa.

(Continued on page 40)
National Federation
(Continued from page 35)

Article 5—Meetings

Section 1. The annual meeting of the Board of Cooperation shall occur in connection with the meeting of the North Central Association of Colleges and Secondary Schools.

Section 2. Special meetings may occur at any time upon the authority of the President, the call to be issued by the Secretary, or upon the call of any two members of the Board of Cooperation.

Section 3. Each state association will be represented by the member of its executive committee or Board of Control designated for that purpose. In case he is absent any member of the executive committee or Board of Control who is present is authorized to represent his state. All members of the executive committees and Boards of Control of

(Continued on page 44)

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The Student Supply Store
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This is the time to place your order for football equipment. Samples of the 1923 Illinois Pant will be sent you on request.

The flexible groin pad is one of the features of this new pant, which sells for $8.90 in dozen lots.

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Baseball—Notes from lectures of George Huff and Carl Lundgren, by Wyman Glen ...................................$3.50
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Write for Complete Prices on Equipment.

Get copies for your squad

Here is a book, prepared by an expert, who has made a study of the methods followed by Famous Sluggers and tells in simple language the "do's" and "dont's" of batting.

A revised edition is now being printed and will be ready for distribution shortly. Coaches of college teams can have copies for their squads and give their players the benefit of elementary training before the season opens.

Address, stating number wanted,

HILLERICH & BRADSBY CO., 737 S. Preston St., Louisville, Ky.
The winning team is now negotiating with Duluth Denfeld High School to host the Twin City Series and the Deephaven's that of the Park League. In St. Paul, Central High School won the City Championship. The Twin City Title was played for at the Hippodrome Ice Rink with St. Paul Central winning by a score of four to nothing. The winning team is now negotiating with Duluth Denfeld High School for their participation.
to determine the condition of the muscle and it is urged that, in School to determine the State Title.

Most of the Intercollegiate and Interscholastic Hockey is at present played in outdoor rinks with natural ice. Michigan, the Michigan School of Mines, Hibbing Junior College and Eveleth Junior College play in indoor rinks with natural ice. Marquette plays at the Milwaukee Ice Arena, with artificial ice, the rink which was the home of the Milwaukee Amateur Hockey Team last year. Minnesota last year played all home games at the Hippodrome Ice Rink in St. Paul on what is said to be the largest indoor sheet of ice in existence. This year, however, under the direction of Coach Iverson, Minnesota built an extensive Winter Sports layout, consisting of one outdoor Varsity rink and three outdoor intramural rinks and in addition, a large area for speed and figure skating.

Specific Injuries in Athletics
(Continued from page 24)

ALL doubtful cases, this be used. Early detection is important as the treatment is not similar to "Charley Horse." Rest in the early stage of myositis ossificans is the best treatment that can be given. When the mass has really formed an operation is often necessary, but then, care must be exercised in watching the development of the mass, by X-ray pictures taken at monthly intervals or more often. An operation performed before the mass has formed fully often results in a recurrence. Needless to say this is handled in conjunction with the physician and he will determine from the X-ray pictures the proper time to operate or he may find it unnecessary to operate.
Olympic Try-Outs
(Continued from page 36)

Kansas, Missouri, Oklahoma, Arkansas, Wyoming, Colorado) at Kansas University Stadium, Lawrence, Kansas, May 31.

SOUTHERN — (Mississippi, Louisiana, Texas, Canal Zone) at Tulane University, New Orleans, La.


PACIFIC — (Utah, Nevada, Northern California, Hawaii and Philippines) at Stanford University Stadium, Palo Alto, Cal., May 17.

SOUTHERN PACIFIC — (New Mexico, Arizona, Southern California) at Los Angeles, Cal.

The full list of track and field events, which appear on the Olympic program will be held at each of these tryouts. A contestant to be eligible to compete in the final tryouts at the Harvard Stadium must take part in one of these tryouts either in the district in which he resides or the district most convenient to him. Contestants who qualify in the championship events of the I. C. A. A. A. A., Intercollegiate Conference A. A., Pacific Coast Conference A. A., Southern Intercollegiate A. A., National Collegiate A. A., or other college conferences may enter the final tryouts without competing in these sectional tryouts in events that are listed on the college program upon certification by their educational institution. Tryouts will be conducted by the United States Army and United States Navy, for Army and Navy men and placing in such tryouts renders Army and Navy athletes eligible for the final tryouts at the Harvard Stadium upon being certified by the Officer in charge of athletics of their particular unit.

The complete list of events to be conducted at each of these sectional tryouts are as follows:

- 100 meters; 200 meters; 400 meters; 800 meters; 1,500 meters; 3,000 meters; 5,000 meters; 10,000 meters; 3,000 meters steeplechase; 110 meters hurdles; 400 meters hurdles; 10,000 meters walk; running high jump; running broad jump; running hop, step and jump; pole vault; throwing javelin; throwing discus; putting 16-pound shot; throwing 16-pound hammer; 10,000 cross country pentathlon; decathlon.

The net proceeds of all these sectional tryouts will go to the American Olympic Committee. No prizes need be awarded. It is quite likely that the American Olympic Committee will provide certificates to be awarded to all who place among the first three in these tryouts.

All athletes must compete in one of these sectional tryouts, the tryouts of the Army or Navy, or one of the recognized college championship meets in order to be eligible to participate in the final tryouts.

All amateur athletes, who are citizens of the United States either by birth or naturalization and are registered with the Amateur Athletic Union of the United States, or in the case of college and service athletes are certified as amateurs by the proper authority of their educational institution or military unit, are eligible to participate in these sectional tryouts.

Efforts are now being made to have the foreign governments recognize the cards which the French government has agreed to issue to members and personnel of our team in lieu of passports, but think it advisable to direct all place winners in tryouts to make application for passports immediately after the sectional tryouts and have them sent to this office.”
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High Schol Basketball Tournament
(Continued from page 8)

no out-of-bounds at all. If a team accustomed to a floor of this type gets to the state meet, it may have to play on a floor of maximum area, 50 feet wide and 90 feet long, with glass backboards, high ceiling, and out-of-bounds all around.

When a coach starts pointing his team for the tournament let him try to make all floor conditions conform as closely as possible to those to be met in the tournament. Perhaps by removing the bleachers he can increase the floor area to equal that of the floor to be played on. It may even be necessary to go to a town nearby to find a floor large enough, but the experience gained is well worth the time and money spent. Under such conditions, the coach must often make some radical changes in his style of play. He may have to build a new defense. The old defense that worked so successfully on a small floor will not do on a large one. It may be necessary to go to a town nearby to find a floor large enough, but the experience gained is well worth the time and money spent. Under such conditions, the coach must often make some radical changes in his style of play. He may have to build a new defense. The old defense that worked so successfully on a small floor will not do on a large one. It may be necessary to make some radical changes in the offense, too. I am thoroughly convinced that this radical change from a small to a large floor has more to do with reducing a team's efficiency than anything else. It is an interesting fact that a team may have all the endurance needed to play a hard, fast game on a small floor and become badly fatigued on a large one.

If a team is supplied with new properly inflated balls for a week before the tournament, quite a difference will be made in their playing.

So far, I have discussed only pre-tournament problems. Unless they are successfully solved, the average team will find the going pretty tough when called upon to play three or four games in a few days' time.

Care of the Team During Tournament

The fundamental requirements of men engaged in hard tournament play are food, water, sleep, and proper recreation during spare time.

A team should be quartered in a quiet location in rooms with plenty of fresh air where they can get at least ten hours of sleep each night. In many localities, teams are housed at fraternities. This may be good or bad. Many of these organizations exercise great care in making everything comfortable for the team, even enforcing strict house rules about quiet hours. In general, however, a hotel located on a quiet street, is the best place in which to stay.

Great care must be exercised in the diet. The men should not be expected to thrive on eggs and toast three times a day. There will be some on the squad who do not care for eggs. At other meals than the one directly before a game, they may eat food that agrees with them. They should have food that will keep them happy and contented. Moreover, proper food combinations should be chosen; by all means canned goods should be avoided. Two years ago, a team that looked like a strong possibility for first honors in the National Tournament at Chicago was completely demoralized and beaten because regulars who had contracted ptomaine poisoning from eating canned fish just before a game, were too sick to play.

Another interesting incident happened a few years ago before the finals of a state tournament. A team, which had been fed eggs and toast for three days, refused to play the final game unless a
change in diet was made. The request was granted by the coach, and the team played its best game of the tournament that night, winning state honors. The boys use up a lot of energy and need plenty of wholesome food to restore this.

It is wise to keep the minds of the men from the games during their spare time as much as possible. They may play cards, enjoy good music, or attend a vaudeville or movie show. If the latter amusement is chosen, the playhouse should be one with comfortable seats and proper ventilation. The men should be kept off their feet as much as possible.

The team should attend in a body only the games which are played by prospective opponents. Many valuable points may be learned by studying the style of these teams. In a chalk talk later, the coach may point out glaring weaknesses of these opponents and devise a plan of action which may go far in defeating them. The game itself will furnish all the excitement the boys can stand. At other times, it is better to keep them away from fond admirers and friends.

Very little massage or rubbing is required. Only those in need of such treatment should be attended. At tournament time, a team should be in such shape that sore muscles will be unheard of. A coach must be willing to take chances, but since there is so much at stake, great care must be exercised in whatever line of action is followed. By means of wise substitution, the strength of the regulars may be saved. A correct knowledge of the time left to play will often help a coach to utilize his subs to a maximum degree. However, a coach must know his players. He must know whether they are fast or slow starters. I recall one
incident in a district tournament where apparently the strongest team in the tournament was defeated two points by a supposedly weak team. The coach of the losing team played his subs for three-fourths of the game and held this team nearly even; but when his regulars entered the game, it was over before they got started. The coach had not counted on the fact that these men were slow starters.

If the team is picked to win easily, the coach should strive to cut down overconfidence.

He should play his subs as much as possible and keep the score down.

He should emphasize winning the first game and not talk future games to his men.

Summing up a few of the important things pertaining to tournament play I would say: Feed the team properly, give them lots of sleep, and keep them happy. Such a team will give its best all the time. A tournament is no place for malcontents.

The coach's personality in big contests of this kind is without doubt one of the outstanding factors of a good tournament team. Under these conditions he has a chance to rise to heights unknown in high-school coaching.

National Federation
(Continued from page 37)

the various state associations are authorized to be present at the meetings of the Board and participate in its discussions.

Section 4. In the transaction of the business of the Board of Cooperation each state association shall have one vote.

Article VI—Amendments
This constitution and any By-Laws which may be enacted may be amended at any meeting of the Board of Cooperation by a two-thirds vote.
College Wrestling
(Continued from page 10)

standing in a circle this can easily be done. It will keep them warm. The men should be well warmed up before attempting any mat work, this will minimize the element of danger. Sometimes they should skip the rope while observing. It is a good plan for all the men to run on the indoor track from one quarter to one-half a mile before reporting to the coach. This should also be part of the routine work after wrestling.

No man should wrestle until he is tired; that is when most of the accidents occur. From three to five minutes is plenty long enough at one time. Then after a long rest, another short bout would do no harm. At least two or three bouts daily should be indulged in besides the other work. A tired man does not learn very much.

There are times when one man's time should be used in wrestling on his feet, another time his work may consist of offensive or defensive tactics, depending upon his weakness, of course.

Basketball Tournaments
(Continued from page 4)

tests and the winners will be entitled to their mead of praise.

Following the state tournaments Mr. A. A. Stagg will, as usual, conduct a National Interscholastic Basketball Tournament on April 1st, 2nd, 3rd, 4th and 5th in Bartlett Gymnasium, University of Chicago. This tournament provides a means for determining the National Interscholastic Basketball Championship for 1924, is of value in standardizing play, and furnishes a stimulus for the teams that are willing to pay the price of success.

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Dr. Meanwell will not teach at the University of Wisconsin this summer.
Basketball Tournaments
(Continued from page 6)
newspapers. He may be left in and, perhaps, lose the tournament or the coach may take him out and save him for the good of the team, and thus enhance his chances of eventually winning first honors.

Of the many tournaments in which I have entered teams, those that stand out most vividly in my memory were those at the University of Chicago, when my team won the national championship, and the Mid-West tournament at the University of Wisconsin when we won the Mid-Western championship. In both of those meets I used ten men. At Chicago, our first game was a terrific battle all the way with Fifth Avenue High School of Pittsburgh, Pa. Although the game was close throughout, I did not hesitate to replace one of my crack forwards when he appeared to have tired somewhat under the strain. This move helped us to win the contest by a one-point margin. That same night we defeated another Pennsylvania school in a one-sided game. When a commanding lead had been established, I withdrew all my regulars and employed substitutes, thereby not uselessly burning up energy that was needed for the next day. This act, I always have felt, was responsible for our victory in the semi-final. In this game we played Waterbury, Conn., and trailed until the last few minutes when my boys, because they had more reserve, overtook the eastern team and managed to eke out a 27 to 25 victory.

In the final game that night, we romped over West High of Lafayette, Indiana, not so much because we had a better team, but because my players were in much better physical condition.
Throughout those trying days I made it a specific point to put my boys on the scales frequently in order to determine how they were standing up under the ordeal. When the final game had been won, giving us the championship, I found that all ten men weighed within a pound or so of the figure at which they started play.

It is the duty of the coach to impress his charges with the fact that a tournament trip is a business proposition of winning games and not a week-end pleasure jaunt. All personal desires should be set aside until after the meet is finished. The entire squad should give themselves wholly to the game, and should think of nothing but winning. They should be placed on their honor, and not be in need of watching every minute. If I had to watch a man to see that he did the right thing while away, I would leave him at home no matter how good he was.

Coaches, of course, should be fair with their men. They should be conscientious and enthusiastic. It should be remembered that boys playing in a tournament are under a different physical strain than they are during the ordinary routine of the season, but, even then, it is not necessary to have them live an altogether different life and change their whole mode of living. Often times unnecessary restrictions are imposed on players with harmful results. I believe that boys may be brought to perfect condition for athletics without recourse to unusual methods, and with a minimum of disturbance to their normal mode of life.

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RELAY MEETS

By

John L. Griffith

The growth of school and college relay meets in the last decade here in the United States is significant of the development which has taken place in all forms of amateur sports. Mr. Frank Ellis of Pennsylvania originated the idea of a Relay Carnival and was responsible for the first Penn Relay, which was held in 1895. At this meet the only university race was the mile relay which was recognized as the greatest track and field event next to the Olympic Games. Mr. Orton, director of the Penn Games, estimates that this year there will be 120 colleges and approximately 400 schools in attendance. Further, Cambridge University will send a team over this year to compete in the sprint medley on Friday, April 25th, and in the two mile championship on April 26th. Eric Liddell of Edinburgh University, the British sprint champion and record holder will attend the Penn Relays and compete in the 100 and 220-yard dashes.

The Drake Relay Meet was won by Harvard in 3 minutes 34 2-5 seconds. In addition to this race there were four college and four scholastic races. Since that time the Pennsylvania classic has grown until now it is recog-
started in 1910 for the purpose of providing an incentive for boys to start training early in the season. In those days not many schools and colleges in the middle west had facilities for training track teams indoors and consequently the track men were prone to postpone their training until the beginning of the dual meet season. The success of this meet, which was popular from the first, may be attributed to the fact that the coaches welcomed a meet of this kind, which served as a stimulus to track athletics; the public enjoyed relay racing especially where the events were run off without any tiresome delays; the managers were glad to enter teams because the profits of the meet were divided among the visiting schools and colleges and then further the people of Des Moines were enthusiastic over school and college sports and Des Moines was especially known as a "track town."

The events announced by "Tug" Wilson, Director of Athletics at Drake University for the 1924 meet are as follows:

1. Special Events:
   100-yd. Dash.
   120-yd. High Hurdles.
   High Jump.
   Broad Jump.
   Pole Vault.
   16-lb. Shot Put.
   Discus Throw.
   Javelin Throw.
   Hop, Step and Jump.
   440-yd. Hurdles.

2. Relay Events:
   University Section:
   440 Yards.
   Half Mile.
   One Mile.
   Two Mile.
   Four Mile.
   College Section:
   Half Mile.
   One Mile.
   Two Mile.
   Medley:
   (440, 220, 880, Mile).

   High School Section:
   Class A.
   Schools with over 600 enrollment:
   Half Mile.
   440 Yards.
   One Mile.
   Two Mile.
   Medley race:
   (220, 220, 440, 880).
   Class B.
   Schools with less than 600 enrollment:
   Half Mile.
   440 Yards.
   One Mile.
   Two Mile.
   Medley Race:
   (220, 220, 440, 880).
   Class C.

   Interscholastic One-mile Relay Championship open to all High Schools.
   Interscholastic Two-mile Relay Championship open to all High Schools.

   Class C has been added for the purpose of bringing the largest high schools and preparatory schools in the United States together. Certain time requirements must be fulfilled. This information will be sent at a later date.

   It is interesting to note that all of the records in the regular relay races from a quarter of a mile to four miles have been made in the last two years. The following chart gives the records for these five events.

**American College Relay Records**

- 440 Yards Relay—42.3 sec., University of Illinois—Sweet, Hughes, Evans, Ayers—made at Drake Relays, Des Moines, Iowa, April 28, 1923.
- 880 Yards Relay—1 min. 27.5 sec., University of Illinois—Fitch, Sweet, Evans, Ayres—made at Drake Relays, Des Moines, Iowa, April 28, 1923. (Continued on page 46)
WHILE there are almost as many styles of high jumping as there are high jumpers the best men in this event today use a modification of the form as exemplified by Sweeney in 1895 or by Horine and Beeson in 1914. The Sweeney method of clearing the bar is sometimes called the eastern form and the Horine the western. The purpose of this article is to point out some of the differences between these two styles of jumping.

Before discussing the technique of jumping, it may be well to call attention to the fact that some objection has been raised in certain sections of the country to the Horine style. This may be attributed to the reason that the newer style is so radically different from the older method that some coaches have not been able to accept this as the proper form in jumping. So long as the
jumper does not violate the rules which govern this event, however, it may be considered that his jump is legal. If the rules of high jumping are wrong they should be changed. The N. C. A. A. rules specify that "the competitor must not dive or some-

sault over the bar or jump in such a manner that his head crosses the bar in advance of either foot." An official can determine whether the jumper's head clears the bar first by standing in line with the cross bar and observing the position of the body of the competitor as it crosses the bar. Most jumpers using the Horine style of jumping will make an illegal jump now and then. When this occurs of course the jump should not be counted.

The Take-Off. If the jumper takes off from his left foot and uses the Sweeney style he will approach the bar from the right side and his take-off foot will be farthest from the bar. That is, the jump is made from the left foot and the right leg is swung up alongside and next to the bar.

If he makes use of the Horine form he will approach from the left side of the bar and his jumping foot (the left) will be nearest the bar and the right leg which is away from the bar will be raised first.

Form Over the Bar. In the eastern style when the left foot leaves the ground the shoulders and head are twisted to the left and down so as to raise the hips. This brings the jumper over the bar with his left side next to the cross bar. When in this position the athlete will be facing his
Two Styles of High Jumping

When the jumper is in the position just described he holds his right leg out and cuts down and backward with his left leg. The heel of the foot crosses the bar first.

In the western form the right foot goes over the bar first and the jumper at the moment of crossing the bar has his left side nearest to it. In this style the jumper faces the pit at the moment of clearing the cross bar. Beginners should not pay very much attention to the use of their arms as an aid to jumping but as soon as the take-off and other fundamentals are mastered an attempt should be made to get the maximum benefit from the use of the arms in raising the body in the jump.

Landing. The man who uses the eastern form will land on his left foot if he perfects the cut back with his left leg, otherwise he will land on his side. At the moment of landing he will be nearly facing the bar. In the western form the jumper will probably land on his right foot but he may land on his take-off foot. Harold Osborne always alights on his take-off foot after clearing the bar in the Horine style of jumping.

E. Beeson of the University of California established the world's record of 6 feet 7 \( \frac{3}{16} \) inches in the running high jump July 2, 1914, breaking the record of 6 feet 7 inches formerly held by Horine.

Both of these men as previously suggested used the western form of jumping. Mike Sweeney held the record of 6 feet 5 \( \frac{5}{8} \) inches from 1895 until Horine registered his jump of 6 feet 7 inches in 1912.

ILLUSTRATION No. 4

This shows Poor of Kansas winning the high jump at six feet four inches at the Drake Relays. It will be noticed that he does not use the roll so much as do some of the jumpers who follow the western style.
THE CONSTRUCTION OF A HURDLE

BY

JOHN L. GRIFFITH

A number of Journal subscribers have asked for suggestions relative to the construction of hurdles and in compliance an article which appeared in the March, 1922, Journal is herewith reprinted. After this article was printed Mr. Gosnell Layman then Director of Athletics of Sandusky High School, Sandusky, Ohio, contributed the last two pictures in this article and the suggestions relative to the construction of the hurdle which he had found satisfactory.—EDITOR'S NOTE.

MOST coaches have their hurdles built in their woodshops or by a local carpenter. The Athletic Journal has received a number of requests for specifications and dimensions for hurdle construction. The following points should be considered in building a hurdle:

First, the hurdle should conform to the rules and regulations. The National Collegiate Athletic Association requires that the hurdles shall be pinned or fixed so that the gates are rigid. This, of course, applies only to the high hurdles. Further, that the bases or feet of each hurdle shall not be less than 20 inches broad. The top bar shall be a minimum length of 42 inches and a width of at least 3 inches, and shall be painted white; and the weight shall be approximately 16 pounds. There is a reason for all of these requirements. In the first place, it is necessary that the feet be of a uniform size so that there will be uniformity in the matter of tipping over the hurdles in the races. Further, it is advisable to have a minimum length specified. Recently in a Conference dual meet one of the contestants trailed his
leg on going over the high hurdles. However, the hurdles were very short and did not conform to the rule requiring that they be at least 42 inches long, consequently it would not have been fair to disqualify him. It is well to have all the hurdles painted white so that the men will be accustomed to clearing barriers that all look alike.

In the second place, it is desirable to build a hurdle that can be used both for the high and the low hurdle events.

In the third place, it is well to consider the matter of durability and to follow a plan of construction that makes for little waste and to select wood that is free from knots and other flaws. Of course, several coats of white paint will add to the life of the hurdles.

The hurdle shown in Illustration 1 is one made from a plan worked out by a student in the University of Illinois. It is durable and practical. It will be noted that as it stands in the picture, it is of the right height for a low hurdle race. To make a high hurdle of the implement, all
that is necessary is to swing the gate. When it is so swung and turned properly, it is impossible for a contestant to kick the gate over without upsetting the entire hurdle. The hand nut at one side of the hurdle makes it possible to tighten or loosen the hurdle, as desired.

This hurdle has many features which recommend it to the user: First, it is simple in construction. Second, it can be easily made to conform to the rules. Third, little time is required in changing it from a low to a high hurdle. And, fourth, it is durable.

The second diagram gives specifications of the hurdle. The hurdle is drawn according to a scale of one-fourth inch to one inch. The high hurdle is 3 ft. 6 in. high and the low hurdle 2 ft. 6 in. high; the length over all is 42 inches, top board 3 inches; the end dimension pieces are 2 inches each; the bases are 20 inches long and 4 inches wide; the outside support of the end piece that fits on the bases is 12 inches long. Note the slot at the bottom of the hurdle into which the top piece fits when the hurdle is set for low hurdle racing. Care should be taken in making this slot so that the end support will not be weakened. When Mr. Stagg had the hurdles made for the National Collegiate Athletic Association meet on his field, he made the end pieces out of heavier material than is shown in the diagram on this page, with the idea that the hurdle needed strengthening in this particular.

Ten hurdles are required for a flight of hurdles, whether in the 120 yard or the 220 yard races. It is well to plan for at least six

(Continued on page 44)
PERIODIC HEALTH EXAMINATIONS

BY

GEORGE T. STAFFORD

Mr. Stafford has written a series of articles for the Athletic Journal, the first of which appeared in the May, 1923, issue under the subject of The Physical Director or Coach in the Field of the Physical Subnormal. Subsequent articles have dealt with the following subjects: Body Mechanics, Weak Feet, Constipation, Hernia, Athletic Injuries and Specific Injuries. Mr. Stafford is Assistant Professor of Orthopedics and Physical Diagnosis, University of Illinois.—EDITOR'S NOTE.

The time worn illustration has often been given of the amount of time and care a man gives to his automobile and the relatively small portion of time and care he gives his body. Yet there are on an average 3,000,000 persons ill in the United States all the time. Forty-two per cent of this illness is preventable. Seventy-five to eighty per cent of the school children of the United States have physical defects. The draft report shows that half the young men, who should have been in good physical condition, were defective in varying degrees. And what has been the reaction to these startling pictures of physical deficiency? The majority go serenely on, never thinking that possibly they might have some physical defect of which they are wholly unaware.

Dr. Haven Emerson in a recent article gives the figures of the examinations conducted on “Appar-ently Healthy” adult individuals. Contrary to what one might expect, it was found that only 2.5 per cent were really healthy. The significant point in Dr. Emerson’s report is that fact that this examination was conducted on individuals who never realized that they were not in good health. The emphasis in modern medicine is not entirely on curing an individual of a disease, but rather on prevention of disease and defects. This prevention may best be obtained by periodic health examinations which detect the early evidences of disorder before the discomfort, inconvenience, interference with work, or anxiety has driven the individual to seek medical advice for the treatment of established diseases.

Dr. Thomas Wood of Columbia University sums up the conditions of the school children as follows:

About 1 per cent—200,000—of the 22,000,000 school children in the United States are mentally defective.

Over 1 per cent—250,000 at least—are handicapped by organic heart disease.

At least 5 per cent—1,000,000 children—have now or have had tuberculosis, a danger often to others as well as to themselves.

Five per cent—1,000,000 of them—have defective hearing, which unrecognized gives many the undeserved reputation of being mentally defective.


†Wood, T. D. “War’s Emphasis on Health Education.”
Twenty-five per cent—5,000,000 of these school children—have defective eyes. All but a small percentage of these can be corrected, and yet a majority of them have received no attention.

Fifteen to 25 per cent—3,000,000 to 5,000,000 of them—are suffering from malnutrition, and poverty is not the most important cause of this serious barrier to healthy development.

From 15 to 25 per cent—3,000,000 to 5,000,000—have adenoids, diseased tonsils, or other glandular defects.

From 10 to 20 per cent—2,000,000 to 4,000,000—have weak foot arches, weak spines, or other joint defects.

From 50 to 75 percent—11,000,000 to 16,000,000 of our school children—have defective teeth, and all defective teeth are more or less injurious to health. Some of these defective teeth are deadly menaces to their owners.

Seventy-five per cent—16,000,000 of the school children of the United States—have physical defects which are potentially or actually detrimental to health. Most of these defects are remediable.

For the adult who has no business, no profession, no object in life, no purpose to fulfill, and no loved ones, it may be fair for him to gamble with his health and neglect to have his body examined at least once a year. The above type leaves no vacancy in Life's market when he passes on. However, the man with an aim before him, a work which looks to his hand and mind for accomplishment, and dear ones who lean on him as the pillar of their existence, should ponder deeply before he gambles away a life to which is entrusted so much of grave import.

For the child who is about to enter school, and the child who is in school, there should be suitable provision made for his examination.
been conducted in New York with very satisfactory results. The last month of the term is given over to medical examinations of children who are to enter school the following term. This allows a better chance for definite follow-up and corrective work before the child enters school. In this way the important epoch of the child's life is relieved of the extra strain of examination when the poor child is already overburdened with the routine of getting started in school life. The examination, which was held the term before the child entered school, gives the authorities a definite idea of the limitations of the child and a suitable program can be arranged which will fit the child's condition and need.

Dr. S. J. Baker\(^1\) claims that the most important physical examination to be made in the school life of the child is the one occurring at the time the child enters school for the first time. Dr. Baker states further that if the first examination be done with 100 per cent efficiency, combined with follow-up work that is 100 per cent effective and 100 per cent of treatments obtained, it should not be necessary to do more than "inspect" the child up to the eight or ten year period. After the tenth year the health of the child should remain constant, with the possible exception of visual disturbances which increase slightly through school life. Dr. Baker concludes her article with the logical deduction that great emphasis should be placed hereafter upon the pre-school age period as the time when physical defects should be prevented or corrected.

The present interest in physical education and athletics is very gratifying, but the large number of coaches and physical directors are still using the old methods of prescribing physical education and athletics which conform to the supposed army medical procedure of "Paint it with iodine and mark him duty." Physical exercise has its benefits—castor oil has its benefits. A doctor who might, on entering a school gymnasium with a hundred boys, give a glance at the group and prescribe a tablespoonful of castor oil for everyone, would not be considered an up to date doctor. The physical director who takes a group of boys and gives them all the same prescription of exercise may be treating some according to their needs, but a large number are not given the best possible exercise for their condition. Going one step farther, the coach or physical director who prescribes without knowing the needs or capacities of those to whom he is giving exercises or games, must necessarily work in the dark and hope for the best. Physical education to be intelligently prescribed should first ascertain the condition of the one to whom the exercise or game is to be given.

Our changed conditions of living with its lack of outdoor life and exercise, demands more careful investigation and examinations to determine the health of the individuals with whom coaches and physical directors are working. When the child first enters school or before, a careful mental and physical examination should be made and the child given treatment for whatever defects are detected. In the majority of cases the mother is very careful throughout the first two years of a child's life. Between the ages of two and five, many children are not given suitable care and attention in matters of health. Under the systems now in force in many schools no examination is given until the child reaches the upper grades or high school. Repair work


(Continued on page 49)
THE DEMAND FOR COACHES

The demand for first class coaches and directors exceeds the supply. At the present time a number of College Presidents and High School Principals are searching for Directors of Physical Education who have had broad training, have the proper conception of physical education and have character and personality. Likewise, there are positions awaiting coaches who have demonstrated that they are good sportsmen, know the technique of athletics and can get results.

If a man who is now working primarily in the field of coaching aspires to become the head of a department, he will do well to spend all of the time possible in studying problems pertaining to education and especially to physical education. He should attend some of the athletic and physical education conventions and should do some work in research. Further, he will do well to contribute through writing and speaking to the general cause of physical education.

The coach who is ambitious to improve his position will not only work incessantly to make a reputation in his present position but will attend summer coaching schools, study the current literature of coaching and strive to learn the methods of the successful coaches. Some coaches make the mistake of accepting positions where their chances of success are remote because the salary is attractive. The young coach who is just starting out should exercise as much care in selecting a position as the employer manifests in selecting a coach. If a school or college has never been so organized that its athletic teams have had a chance to win a reasonable percent of its games, the coach is fool-hardy indeed to attempt to accomplish that which has never been accomplished before. Many a coach of ability and character has been rated as a poor coach because he was not connected with an institution that boasted of proper morale and material equally as good as the material which the rival schools possessed.

In considering the advisability of accepting employment, the coach or director should remember that his success will depend very largely upon the school principal or college president. If the executive believes in athletics and has the courage to support the man to whom he has entrusted his athletic department when the latter is competent and honest, even though things are not going well with the athletic teams, then the coach who is so fortunately situated has a good chance to succeed. If the administrative head, however, listens to popular clamor when the team is losing and sacrifices his coaches to save himself embarrassment on every occasion the coach should think twice before making an alliance with such an executive.

The men who have been successful are in demand and the coaches who have been only moderately successful find it necessary to work
hard to secure new positions which are in the nature of promotions. Only a few are highly successful in coaching as there are only a few great surgeons, lawyers and engineers in their professions. The demand for good coaches and good directors it may be repeated is greater than the supply.

NEED FOR STRAIGHT THINKING

Ever since the meeting of student volunteers held recently in Indianapolis there has been considerable discussion on the college campus regarding the outlawry of war. In some institutions students have signed cards voicing their disapproval of war and stating that in case of another war they would not take up arms. Everyone who has the best interests of the race at heart must hold the opinion that civilization would be advanced if nations would settle their differences by the rule of reason rather than force.

Those who would end war by attacking war, however, are wasting their time. Wars are the result of greed, envy and selfishness and the antagonists of war would accomplish more if they would attack the causes of war rather than the instrument of war itself. It is characteristic of the thinking of today that some would eliminate results without removing those things which bring about the result. If our government does not suit the Bolshevist he would destroy the government, if the socialist does not approve of economic conditions he would destroy capitalism, if some one sees something bad in the system of athletics he would have athletics abolished. How much better it is for all to work to minimize the chances of war, to make our Government better, to improve economic conditions and to place athletics on a high plane than to join the forces of destruction.

As for the misguided youths who would not fight to defend their flag, their mothers or sisters little need be said. Their numbers are so small that they cannot by any stretch of the imagination be considered to represent the college men of today. It is doubtful if any athletic coaches or athletes have taken the pledge referred to above and it is probable that if our country needed men to take up arms in her defence the school and college athletes as in the last war would be the first to offer themselves. This does not mean that athletes are quarrelsome or militaristic. The athletic nations of the world are not the nations that are militaristically inclined. It does mean perhaps that loyalty and self-sacrifice are taught on the athletic fields and that the men who have received this training are not signing pledges to the effect that they would not fight if need be for the things for which this country stands.

CHANGE OF ADDRESS

It is estimated that there is each year a thirty-three percent turn-over in the athletic coaching profession. That means that one-third of the coaches are taking up coaching for the first time or taking a new position each year. With so many changes the subscription department of the Journal has considerable difficulty each fall in keeping the mailing list up to date. If you change your address in the town or city where you live or move to another city, won't you notify us at your earliest convenience?
There are many reasons why the Director of Athletics should keep a permanent record of all athletic events in which his athletes compete. It is surprising how many times he will refer to old records if they are filed away for future reference and how interesting they are to the historian and statistician in after years. Further, they are always of value for present use.

This article will deal with the subject of record blanks or as they are sometimes called clerk of the course cards for track and field meets. The use of these or similar blanks is recommended because they constitute a permanent record in convenient form for preservation. When the meets are over the cards should be placed in the files where they will not be lost.

Further, these cards contain a complete record of each event. For instance, in a hurdle race they show what men competed, the lanes in which they ran and the order in which they finished. This record is frequently required by the officials when three or more hurdles have been knocked down in a certain lane. In a meet of national importance one of the hurdlers knocked down too many hurdles, but since a record of the starters was not kept it was impossible to decide what man should have been disqualified. In addition the card bears the signature of the officials and thus there can never be any question as to the authenticity of the records.

The cards should be printed on medium weight card board, stiff enough to write upon. Enough can be printed at one time to last several years. They may be used for dual meets or conference meets as well.

The clerk of the course should have the cards filled out with the names of the contestants as far in advance of the starting of the meet as possible. At the drawings he should insert the course drawn by each man. At the start of the race he should turn the card over to the Head Finish Judge, who will fill in the order of finish, sign the card, have the other Finish Judges sign, and then turn the same over to the timers who will fill in the time for track events, sign and turn the card over to the scorer. The scorer will turn all cards over to the announcer who will hand all of them later to the Games' Committee.

The cards for a field event should be handed to the head judge of the event at the beginning of the meet. This judge will then scratch the names of the men who do not report and will keep the complete record of each performance on the card. When the event is concluded the judges should fill in the names of the winners, sign the card and turn it over to the announcer.

The form on page 17 illustrates the blank which may be used for the shot-put, discus throw, hammer throw, javelin throw and the broad jump. The exact size of the card is 5½ inches wide and 12 inches long. This provides lines enough for recording the names of twenty-
# Shot Put

## CONTESTANTS

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## FINAL TRIALS

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## WINNERS

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Field Judges:

Official Scorer:
# 120 Yard High Hurdles

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<tr>
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<th>Position</th>
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## Winners

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**Head Timer**

**Official Scorer**

Judges of the Finish.
one contestants. One column is for the name of the school or college represented by the athlete and another for his number. In addition there is a space in which each put, throw or jump may be recorded. Inasmuch as the rules provide that in the events mentioned above one more contestant shall be qualified in the preliminaries for the finals than there are places to count for points, it is well to leave five or six lines for the contestants' final trials and provision should also be made for enough lines on which to record the names of all of the men who may place.

When the field judges call the roll preliminary to starting a field event they should write the names of the men who report in the space provided for their names. They should then record each man's effort in turn. When the competition in the event is concluded, the card will show the complete history of the event.

The form on page 18 illustrates the kind of a blank which may be prepared for the track events. The size of the card is 4¾ inches wide by 12 inches long. Where preliminaries are run it will be necessary to use one card for each preliminary and then a card for the final heat. In addition to the columns for the names of the contestants, the institutions, the contestants' numbers and the courses in which they run, there is also a column marked "position." This space may be used for recording the order in which the men finish. The space at the bottom of the card provides for a list of the names of the winners but sometimes as in the case of distance runs it is possible to note the order of finish of all of the competitors.

The blanks for the high jump and the pole vault are different from the others that have been described. A card 11¾ inches wide and 9 inches high has been found satisfactory. On the card there should be a space at the top for the name of the meet and the date. Below that should be printed the name of the event, viz: running high jump or pole vault. The card in question would have twenty-one blanks for the names of the contestants. These should be listed in the first column. In the second column the name of the school should be indicated and in the third column the competitors' numbers. The card of the size specified would contain space for checking the trials at fifteen heights. Under each height there should be three columns as each competitor is entitled to three trials at each height. The judge will record in these spaces whether the contestant cleared the bar on his first, second or third trial or was eliminated. At the bottom of the card there should be spaces for listing the names of the winners and their records and a place for the judges and the scorer to sign the card.

It will usually be found desirable to tack the cards used in the field events on smooth boards for the convenience of the judges.

For relay meets it is customary to conduct the drawings for each race at some place near the track ten or fifteen minutes before the time for starting the event. If the coach does not wish to have his men report that far in advance of the starting of the race he may report for his men or have someone else report. The reason for conducting the drawings in this manner is that thus the events may be run off promptly. When the clerk has the names of the teams that will compete, he should write on the card the names of the men on each team and the order in which they are to run. When the men are called for the event, he will then assign them

(Continued on page 33)
Mr. Thomas was graduated from Coe College in 1907. He won ten letters in four major sports at Coe. He graduated from the University of Michigan Law School in 1913. He coached two state championship high school football teams at Ida Grove, Iowa, 1907 and 1908. He coached the football, basketball and baseball teams at Coe in 1912 and coached football at North Des Moines High School in 1913 and 1914. He has officiated for a number of years. Mr. Thomas is now practicing law in Des Moines.—Editor's Note.

The dictionary usually defines sportsmanship as "skill or practice in field sports," but the accepted meaning to the average follower of athletics includes a great many more things incidentally and vitally concerned with that skill or practice. Its expression varies widely, depending a great deal on the class or kind of sport and in the particular circumstances under which it is, or is not, exhibited. In its general acceptance, it is understood to mean the attitude and conduct of participants in the play, together with that of the managers, coaches, officials and spectators. It is usually shown by acts alone, but its absence is demonstrated by acts, supplemented by what might be termed conversation.

Not so many years ago, as most of the near old-timers will testify, sportsmanship was on a rather questionable plane. We had sideline coaching in football, boxing and tripping a runner in track, brother-in-law officiating, the inflicting of deliberate injury, attempts at infringements of rules, and many other unsportsmanlike acts that were indulged in and countenanced. Today we have adopted and are adhering to a much higher standard, but there may still be noted many glaring instances of unsportsmanlike conduct that should be eradicated. In those earlier days we did not have the proper standard, and we did not, because we did not fully appreciate the value of a better standard. Because the future of athletic contests depends on an ethical standard in sports, I have been tempted to write this article.

Defeat, in former years, seems to me to have been of greater moment than at present; consequently ways and means were resorted to, to achieve the end in view. We saw no good in our rivals. We all tried to get the stars, and when we lost, it was many times blamed to the partisan work of officials. We kept within ourselves, refused friendliness with opponents, and were suspicious of the men they offered as officials. An official's reputation was a precarious thing, and many a worthy conflict was marred by a wordy or fistic encounter after the game. Very few real defeats were ever suffered, by reason of the number of "if's" in that defeat. We forgot that "Anyone can win, but it takes a man to lose." Gradually these and other unsportsmanlike tendencies have been done away with, due in most part to better instruction, to the more active influence of alumni, to the lessening of partisanship, and to the growing appreciation of ability and perform-
ance. Slowly and surely we have learned that the real joy of victory partakes of many things heretofore not understood. We are now solicitous for the accommodations of our rivals. They are dined as visitors, and are called guests upon the score board. We want to win from the best team our opponents can produce. We have learned that defeat is not the disgrace it formerly was at the hands of worthy rivals. The games are not the life and death affairs of former years, and we have found that we can be beaten soundly and still be proud of our team and shake hands with our conquerors. If the team gives all it has, and in the right way, and loses, we are not, of course, satisfied, nor fully content, but other years are ahead. We have learned that the official who is bought off is an exceedingly rare specimen, if such ever existed. A calm view of the penalty usually disclosed that it was deserved. We found that the real player never had time, nor found it necessary, to resort to illegal play or unsportsmanlike tactics; that it was easier to see infringement of the rules from a bleacher seat than when on the field, in intricate plays; and that to yell at an opponent or an official from a hidden point in a crowd was the act alone of a mucker. We have outgrown most of such frailties, but the booing of an official may still be heard, the insulting and disparagement of opponents may yet be noticed, newspaper trials between managers and coaches may yet be read, and Old Man Alibi's descendents are still prevalent among us.

The true supporter of athletic contests has a clearly defined thought on sportsmanship. He knows it first in his desire to see a high order of ability and performance in an evenly matched struggle. He wants the best team to win. He wants fair play on the field from the participants, true sportsmanship from coaches and managers, capable
officials, and nothing but the right
loyalty expressed by the spectators.
If there is criticism, he wants it
to be fair and impartial and made
with respect. He likes to see the
two captains grasp each other’s
hand after the game in mutual ad-
miration and fellowship. He wants
to see the defeated coach come
across the field to congratulate his
victor. He wants to hear an un-
reserved cheer for stellar perfo-
rance by either team. He wants to
see the managers and coaches of
both teams demonstrate to the of-
ficials that the respective schools are
squarely behind them, that they
recognize the difficult task the offi-
cial has and respect and admire the
one that “calls them as he sees
them.”

The good sportsman believes in
the football code and wants the
players, coaches, officials and spec-
tators to respect it. Too many times
he has seen athletic ability of the
highest kind cheapened because that
particular athlete could not lose
gracefully; because he was a hard
luck sober in defeat, a glib con-
versationalist in victory, one who
indulged in belittling remarks about
his opponent’s play, with ever ready
alibi for his own failures, a contin-
uous seeker for an unfair advan-
tage. The sports follower has felt
that while the conduct of those not
connected with the school could not
be entirely regulated, certainly it
could have been bettered, and the
conduct of the students themselves
vastly different had there been a
member of the faculty who would
have taught them that true college
spirit is best exemplified by sports-
manlike conduct.

I doubt if the importance of
teaching sportsmanship is always
fully realized. Especially is it im-
portant that colleges that are send-
ing athletic directors to the high
schools and smaller colleges should
stress sportsmanship. If eleven
men on a football team are taught
unsportsmanlike tactics or, at least,
some are countenanced, that lowered
standard is later carried into just
that number of different schools.
This is a serious situation and we
still find many such coaches, who
are doing more to injure the future
standard of sportsmanship than
might at first be realized in a place
where by reason of immature age
the seeds are more easily instilled.
The younger generation must be
taught that sportsmanship comes
first, and whether in victory or de-
feat, their first duty is to be clean,
courteous, fair and unassuming, a
modest winner and a graceful loser.

I have often wondered if we have
been thoughtful and careful enough
to instill, especially in the minds of
college men, the fact that the friends
of the game, that vast army of
staunch supporters, to most of
whom the glory of active participa-
tion has become somewhat dimmed.
are relying on those in charge and
on those who participate, for the
preservation of football traditions
and the maintenance of those high
standards of sportsmanship, which
must always be kept uppermost:
that the good name of the game
must be kept inviolate, and that the
future of college athletics, its glory
or its disgrace, is in their hands. As
is said in that football code, “There
are still many school and college
teams who seem to fail to recognize
that the first obligation of every
football player, the coach, manager,
and everyone connected with the
game, is to protect the game, its
reputation and its good name; that
there is little excuse for any college
player who allows the game to be
smirched with unsportsmanlike tac-
ts.”

The most flagrant example of
poor sportsmanship is the spectator
who yells at an official. Such an
individual never realizes that the
officials were hired by the manage-
ment of the school of which he pos-
sibly is a member, that their ability
has been vouched for by the leading athletic men of that particular section, and that coaches and managers have carefully selected them; that they are on the field with no interest of any kind to serve except the interests of the game itself and that his shrill little yelpings bring him nothing but censure from the true sportsman.

Crabbing a decision is another common example. It gets one nowhere, for the proper official never changes his decision, and the crabbing can but antagonize him temperamentally, at least. The average official is a good type of sportsman, clean, courteous, competent and courageous. Most officials are business men, industrious and successful, the monetary value of whose services is very little compared with their love of the game, its traditions, and their interest in seeing it kept clean and unimpaired. Most of them are like Umpire Bill, and on Bill's language stand.

"He may have been safe," said Umpire Bill,
"But I called him out, and he's out until
It's snowing in Hell and there's sand on the sea,
That's the kind of an umps I am," sez he.

To my mind, these men are doing a great good and seem always striving earnestly and intelligently for the betterment of the sport. There is still room for improvement in the backing of managers and coaches, of the work of officials and in the demands for sportsmanship, and if all concerned will bend their efforts to that end, it will ultimately hasten the time when everyone connected with athletic contests, be he player, manager, coach, spectator or reporter, will be a sportsman in the truest sense of the word. Poor sportsmanship is the hardest thing with which any official contends, and his task, at best, has few equals.
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DES MOINES IS THE YOUNG MAN'S CITY. The young man who comes here to begin business plants himself in the heart of the richest area of land on the globe — in the center of a section where prosperity is a habit. Everything in and about Des Moines makes it a CITY OF CERTAINTIES—especially for the young man.

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April 25-26.

Rates with Private Bath and Toilet:
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W. T. IRWIN, Operator

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All rooms with Private Bath and Toilet.
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OFFICIAL HEADQUARTERS
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Coaches and Athletes
who will attend the Drake Relays

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and Their Followers. WRITE.
where quick thinking is so necessary and where the damage caused by a mistake of judgment may be so irreparable, and the man who stays in the game year after year is the last one who would do anything intentionally to jeopardize the game. Schools and colleges must learn that if they cannot always demand and receive sportsmanlike conduct from management and coaches, the time has come to secure someone whose ideals are first right and who constantly keeps such standards uppermost before everyone connected with the game in his particular school.

A detailed list of the unsportsmanlike acts witnessed by an official in his years of experience would unduly extend an article, and would, perhaps, serve no good purpose. It is not the desire of the writer of this article to deal with specific instances or to be personal. It is for constructive benefits we are all working, building upon the mistakes of the past, as generalities. Every official knows of the coach and manager who smiled on him before the game and hardly knew him afterwards. Every official has lamented many times the ignorance of the rules, not only among criticizing spectators but with coaches, as well. Every official has seen illegal play, that he has known must have been coached or it would not have been attempted. They have all seen illustrations of the taking advantage of the rules. Every official has felt that he has been left off a manager's approved list by reason of the fact that he called a tough decision against that team at a point in the game where it affected the score. Every coach has found that he has at times been mistaken in the official he selected; he has seen infringement of the rules that the official should have seen. He has also seen infringement of the rules that he felt the official was too spineless to call. There have been faults on both sides, and, of course, there will always be in anything that contains the human equation. Conduct cannot be perfect, but we should aim at a higher degree of competency as officials and demand more recognition of the difficult task of officiating and a fuller appreciation that the majority of officials are honestly trying to do their best. Such faults must be eliminated, if we are ultimately to achieve true sportsmanship. Coaches and officials should be the leaders, and we must all remember it is only a game and that the true criterion of sportsmanship is to have won fairly or to have lost as gentlemen.

I wish we could instill in every high school boy, college and university man, from the time he first runs until his last race, until the whistle blows his last game over, that the greatest thing in the world is to win fairly, to appreciate the virtue of clean fighting and sportsmanlike conduct; that to have so played the game that when his athletic competition is over he has no regrets for anything done or said; to be known as the squarest kind of a player, unassuming and unafraid, with the fighting heart that brought and held for him the respect of spectators and opponents alike. In that kind of a man or woman, the sportsmanship of our future generations is safe.

Ques.—In the running broad jump (a) must the jumper take off from or behind the take-off board? (b) If he lands outside the pit shall the jump be measured? (c) If the jump be measured shall the tape be held at right angles to the joist?

Ans.—(a) The jumper must take off from or behind the joist that is laid in the ground. The outer edge of this joist constitutes the scratch line. (b) If he lands
outside the pit the jump should be measured just the same as though he landed in the soft dirt. (c) If the jumper lands outside the pit the jump should be measured from the nearest break in the ground to the scratch line or to such line extended. The rules specify that the joist shall be 8 inches wide, but do not require that it shall be of any special length.

Ques.—May a javelin thrower who throws the javelin with his right hand reach over and steady the javelin with his left hand as he runs?

Ans.—Yes. The rule covering this point is as follows: "The javelin must be held by the grip and no other method of holding is permissible."

Ques.—In a distance race if a runner is "lapped" should he be disqualified?

Ans.—No.
TWO of the greatest problems with which a coach has to contend in college baseball are hitting and bunting. These are the real offensive weapons, and lead to the other phase of offensive baseball—base stealing.

The great tendency at present is to try to hit home runs, due no doubt to the fashion in the big leagues. The majority of players who report to a coach in the Spring hold their bat as in Illustration 1. If a man has a good eye and is a natural hitter, he may hit well holding his bat on the end, but if he swings wildly and trusts to luck, then his hold on the bat must be changed. Illustration 2 shows a good position of the hands, holding the bat with the lower hand about three inches from the end, and with a space of about two inches between the upper and lower hands. This grip gives good control, and is possibly the best way of gripping.

Illustration 3 shows the choke grip, that is, holding the bat up short and using a short swing. Personally, I have secured my best results from this system, for it is easier in this way for a man to keep his eye on the ball. Keeping the eye on the ball is one of the big secrets of successful hitting anyway, and as soon as a man realizes that batting is like driving a nail with a hammer, and that he has to watch the ball just as he does the nail, in order to drive it, he starts to show results. I have also had good results in using this system on men who are in a batting slump. I have them choke up on the handle, step short, swing short, and work for singles. Of course, home runs are scarce with this method, but there are fewer strikeouts.

The choke method is ideal for bunting. Illustration 4 shows
the grip used in bunting by the majority of players and coaches. It is a very effective grip, but again the eye must be kept on the ball. I have found that after a player has used the choke method of hitting, he is generally a better bunter, and that he does not care to bunt in the usual way. He wants to choke his bat when laying one down, and seems to fall into the grip shown in Illustration 5 very naturally. I

have had best results with both hands held at the middle of the bat, with a space between, just about at the balance. The left hand controls the bat, if the hitter is right handed, and should also turn it slightly down as the ball comes in contact with it. The right hand with the fingers tucked well back should be used as a pivot. The ball should strike about five inches from the upper hand, although the player should feel that he is trying to catch the ball in his hand. Anybody can reach out and touch a ball when it is thrown to him so why not use the same method of locating the ball in bunting? In this method it is natural for a player to watch the ball and coaches will find that a bunter may be developed when using a short grip.

ILLUSTRATION 4

ILLUSTRATION 5
A PLEA FOR THE GAME OF VOLLEY BALL

R. A. Allen, M. D.

Dr. Allen is physical work secretary of the Y. M. C. A. of Chicago. Previous to his appointment to this important position he served as physical director of the City Industrial Department of the Association. Dr. Allen entered the physical department of the Y. M. C. A. at Sterling, Illinois, in 1905. He was graduated from Temple University in 1910 and from the Chicago College of Medicine and Surgery in 1913. He then entered the service of the Chicago Y. M. C. A. as physical director of the West Side Department. In February, 1918, he went to France as an athletic director.—Editor's Note.

Volley ball has perhaps a greater range of usefulness among organizations promoting physical activities than any other sport. The game requires a limited amount of space and equipment, is designed for either outdoor or indoor play, may be played the year round and is suitably adapted to men and boys, as well as to women and girls. In addition to this, the game is readily adaptable for use as a highly competitive activity and for purely recreational purposes. Volley ball was originated in the Y. M. C. A. and is used to a greater extent in the Association gyms than elsewhere, although it is rapidly finding favor among industries, playground and other organizations. The colleges as a whole have not yet given the game a prominent place in their physical programs.

For the person who has never entered into athletic competition, or for one who has never experienced that sense of enjoyment which comes through play, volleyball presents a unique opportunity, especially for those who are never too old to learn. Business men by the thousands are playing the game every day, many of them never having "played" in their younger days, and now finding keen enjoyment in the physical exercise which the game affords. From the side lines one often hears the remark, "nothing to it," or "not enough exercise," but the same criticism has been made of tennis and golf. The answer is simply that the critics give it a fair trial.

The same general rules for team organization which apply to other team games, such as basket ball, baseball, or football, will hold for a successful game of volleyball. Teams composed of players with more or less equal ability (rather than a mixture of beginners and semi-experts on each team) will make the game more attractive and interesting from a competitive standpoint. Team play is essential for success, although offensive play is often built up around some player of outstanding ability, as a "spiker" or "killer."

At the present time the Y. M. C. A., N. A. A. F., N. C. A. A., Boy Scouts and Playground Association have jointly adopted a single set of rules for men and boys, and while this seems generally desirable, there is some question as to the game serving its largest constituency and greatest usefulness.

One point in question is with reference to the rotation of players. From a distinctly competitive standpoint, volleyball is the only game requiring a player to fill every position during the course of a game, and this is not true of baseball,
basketball or football. Some sports, such as basketball, wrestling and boxing, have certain standards of competition designed to place contestants on an equitable basis. For example, basketball teams schedule games with teams composed of players of similar weights, the same being true of wrestlers and boxers. Adjustments, however, are bound to be made in the rules of the game as experience will warrant.

There are now several sets of rules for baseball, such as the regular outdoor game, the indoor game, playground ball and the armory game. These, however, do not radically change the nature of the game of baseball, but simply change the size of the diamond, the length of the bat, the size of the ball, etc., all for the purpose of making the game of baseball adaptable to certain needs and requirements and most serviceable to the largest number of players. Several sets of rules in such instance, however, do not lead to the confusion which existed in basketball a number of years ago when the Intercollegiate, A. A. U. and Y. M. C. A. each had their own set of rules. In any event, such adjustments in volleyball rules will undoubtedly be made which will make the game more of a "sporty" proposition, just as "bunkers," "sand traps," etc., do for golf, or the removal of the lawn from "lawn tennis" has done for that game.

The game of volleyball is too valuable a game for the "dubs," "hope-to-be's," "never-waser's," et al, to allow the "experts" to determine entirely its future, and for this reason the game should be studied both from the standpoint of its competitive worth and its purely recreational value.

The Official Handbook of Volley Ball Rules published annually contains valuable articles on the science and technique of the game, as well as hints and suggestions for
beginners, written by men who have participated in the game for many years.

National and district championships in volleyball have brought out interesting and valuable points of the game, and the Joint Rules Committee has been on the alert to bring about such modifications of the rules as to make the game most satisfactory to the majority of players. No radical revisions of the rules have been made without an attempt to secure the suggestions of players and other persons vitally interested, and certainly no “tampering” of the rules has been in evidence, indicative of superficial study of the game.

Morale and team spirit have characterized the play of those teams having greatest success, and with these basic elements in the athletic platform of volleyball teams, such other qualities, as brain work, coordination and agility, so essential to success, will have greatest freedom for functioning.

During the 1923 championships held in Chicago, when thirty-two teams from various parts of the country participated, the remark was frequently heard that “it’s a young man’s game.” If this be true, some steps should be taken to relieve the game of its limitations, because in volleyball we have a most excellent activity for attracting the attention of the ex-college athlete who has become the business or professional man of today. We have the utmost confidence in the Joint Rules Committee to construct the game so as to make it serve its largest purpose.

**EUROPE and The Olympian Games 1924**

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*Conducted by The TEMPLE TOURS*

Anyone interested in attending the Olympic Games and touring Europe with a party of congenial persons who are interested in athletics write for information to

**Editor Athletic Journal**

7017 Greenview Avenue

Chicago, Illinois
to the courses which they have drawn and while the men are digging their holes, the clerk will send the card to the head finish judge.

**Question:** Who is responsible for placing the men in their courses at the start of a race?

**Answer:** The Clerk of Course.

**Question:** Whose duty is it to see that the hurdles are properly set before a hurdle race?

**Answer:** The inspectors.

**Question:** Why is it that the field events in a track meet are seldom started on time?

**Answer:** If a field event, for instance the pole vault, is scheduled to start at two o'clock, the field judges frequently start calling the roll at two o'clock and thus fifteen or twenty minutes elapse before the men begin to vault. The roll should be called before the time scheduled for the starting of the event and the men should have their take-off measured in advance. If this is done there is no excuse for a late start.

**Question:** Is timing being done with one-fifth or one-tenth second timers in the big meets?

**Answer:** The rules provide that timing for the N. C. A. A. Meet shall be by one-tenth second timers.
OHIO STATE UNIVERSITY
PHYSICAL EXAMINATIONS

Ohio State University has perfected one of the best departments of physical education to be found in an American university. The report of the university physical examinations for the autumn quarter 1923–24 contains valuable information for all coaches and physical directors. It is significant that only 5.8% of the men examined were given a rating of “A,” that 35.4% were round shouldered, 15.6% had flat feet, 43.2% had defective eyesight, and that very few had defective hearts. The complete report follows:

OHIO STATE UNIVERSITY
REPORT OF UNIVERSITY PHYSICAL EXAMINATIONS
AUTUMN QUARTER
1923–24
J. H. Nichols, M.D.
Walter Duffee, M.D.

**Men**

<table>
<thead>
<tr>
<th>Percent</th>
<th>Total number examined 1905</th>
<th>No. receiving “A” class 111</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Postural Defects</strong></td>
<td></td>
<td>5.8</td>
</tr>
<tr>
<td><strong>Head</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head forward</td>
<td>523</td>
<td>27.4</td>
</tr>
<tr>
<td>Right shoulder low</td>
<td>972</td>
<td>51.9</td>
</tr>
<tr>
<td>Left shoulder low</td>
<td>26</td>
<td>1.3</td>
</tr>
<tr>
<td>Round shoulders</td>
<td>675</td>
<td>35.4</td>
</tr>
<tr>
<td><strong>Chest</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chest flat</td>
<td>42</td>
<td>2.2</td>
</tr>
<tr>
<td>Chest funnel</td>
<td>6</td>
<td>0.3</td>
</tr>
<tr>
<td>Chest pigeon</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td><strong>Spine</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scoliosis (lateral curvature) right</td>
<td>50</td>
<td>2.6</td>
</tr>
<tr>
<td>Scoliosis (lateral curvature) left</td>
<td>216</td>
<td>16.5</td>
</tr>
<tr>
<td>Kyphosis (anterior - posterior curvature)</td>
<td>4</td>
<td>0.2</td>
</tr>
<tr>
<td>Lordosis (hollow back)</td>
<td>133</td>
<td>8.6</td>
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<tr>
<td><strong>Feet</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flat feet</td>
<td>299</td>
<td>15.6</td>
</tr>
<tr>
<td>Under 120 lbs</td>
<td>250</td>
<td>13.1</td>
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<tr>
<td>Over 200 lbs</td>
<td>5</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Height</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 5 ft. 4 in</td>
<td>80</td>
<td>4.2</td>
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<tr>
<td>Tobacco users</td>
<td></td>
<td></td>
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<tr>
<td>Cigarettes</td>
<td>350</td>
<td>18.3</td>
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<tr>
<td>Cigars</td>
<td>44</td>
<td>2.3</td>
</tr>
<tr>
<td>Pipe</td>
<td>216</td>
<td>11.3</td>
</tr>
<tr>
<td>Chewing</td>
<td>12</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>622</td>
<td>32.5</td>
</tr>
</tbody>
</table>

**Swimming**

| Able to swim | 1393 | 73.1 |
| Unable to swim | 360 | 18.8 |

**Eyes**

| Defective sight | 824 | 43.2 |

**Ears**

| Impacted cerumen (wax) | 130 | 6.8 |
| Otitis Media qurulent chronic | 10 | 0.5 |

**Nose**

| Deviated septum | 260 | 13.6 |
| Hypertrophied turbimates | 32 | 16.7 |
| Sinusitis acute | 3 | 1.5 |
| Rhinitis chronic | 41 | 2.2 |
| Rhinitis atrophic | 1 | 0.05 |

**Throat**

| Hypertrophied tonsils | 152 | 7.9 |
| Diseased tonsils | 56 | 2.9 |

**Teeth**

| Filling (needed) | 222 | 11.6 |
| Prophylaxis (cleaning) | 217 | 11.3 |
| Extraction (needed) | 105 | 5.5 |
| Bridge work (needed) | 1 | 0.05 |
| Orthodontia (straightening) | 3 | 0.15 |
| Pyorrrhea | 1 | 0.05 |
| Gingivitis | 3 | 0.15 |

**Thyroid**

| Thyroid (enlargement goitre) | 41 | 2.2 |
| Exophthalmic goitre | 1 | 0.05 |

**Lungs**

| Rales | 5 | 0.25 |
| Observation (re-examination) | | |

**Heart**

| Mitral Insufficiency (Valvular heart defect) | 14 | 0.73 |
| Mitral Stenosis | 2 | 0.1 |
| Aortic insufficiency | 1 | 0.05 |
| Functional murmurs | 11 | 0.6 |

**Genital Organs**

| Hydrocele | 1 | 0.05 |
| Undescended testicle | 11 | 0.6 |
| Gonorrhea | 2 | 0.1 |
| Syphilis | 0 | |
| Hernia (rupture) | 24 | 1.2 |
# Kidneys

<table>
<thead>
<tr>
<th>Albumin in urine</th>
<th>38</th>
<th>1.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hylaine and granular casts and albumin</td>
<td>32</td>
<td>1.6</td>
</tr>
<tr>
<td>Sugar</td>
<td>2</td>
<td>.1</td>
</tr>
</tbody>
</table>

Referred to physicians and clinics for vaccination... 366 19.2

### Diseases (previous to entering university)

<table>
<thead>
<tr>
<th>Disease</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles</td>
<td>1555</td>
<td>81.6</td>
</tr>
<tr>
<td>Scarlet fever</td>
<td>222</td>
<td>11.6</td>
</tr>
<tr>
<td>Pneumonia</td>
<td>228</td>
<td>12.0</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>149</td>
<td>7.8</td>
</tr>
<tr>
<td>Typhoid</td>
<td>100</td>
<td>5.2</td>
</tr>
<tr>
<td>Rheumatism</td>
<td>52</td>
<td>2.7</td>
</tr>
<tr>
<td>Smallpox</td>
<td>61</td>
<td>3.2</td>
</tr>
<tr>
<td>Malaria</td>
<td>26</td>
<td>1.3</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>10</td>
<td>0.5</td>
</tr>
<tr>
<td>Infantile paralysis</td>
<td>12</td>
<td>0.6</td>
</tr>
<tr>
<td>Cerebro spinal meningitis</td>
<td>1</td>
<td>0.05</td>
</tr>
</tbody>
</table>

---

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**June 16th to July 5th, 1924**

*Under the direction of Dr. W. E. Meanwell (U of Wis.) Knute K. Rockne (Notre Dame)*

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EARLY HISTORY OF THE OLYMPIC GAMES

BY
RAYMOND ROGERS

Inasmuch as we are at present making great efforts to organize a strong team for the coming Olympic games, an account of the early history of the games may be of general interest to JOURNAL readers.

Whether the term Olympic was applied to the games before Olympia received its name is not known, but it seems probable that Olympia was named long before the games received this title; it is even possible that the shrine was older than the Hellenic race itself. Before the regular recurrence became established, time and events were reckoned by referring to a hero who had won a certain event at the games, but as time passed on this became confusing and a more definite method became necessary. Previous to the time when the games became quadrennial they were known as the Hellenic games, or the more common title was Panegyric festivals. The fact of their revival in 884 B.C., after long neglect, demonstrates that they existed back in the heroic age. The sanctuary of Olympia was located on the Peloponnesus in the district of Pisatis, in later times forming a portion of the district of Elis, situated a short distance west of Pisa where the Cladeus river flows into the Alpheus, just eight miles from the sea.

What Constitutes the Original Olympia

In 1875-1881 the Germans carried on a scientific investigation which resulted in the earthing of the principal architectural features of different Greek ages from the Golden age to the last Olympiad, and as a result of this and of Pausanius' visit to Olympia in about 200 A.D., we are able to give descriptions of the grounds, buildings, statues and, in fact, of most all of the essential features as they existed in 776 B.C., to the time of the Roman conquest. The important features as they existed at this time were, the temple Zeus, a structure which was elaborately finished; the statues inside were of gold and costly pearls. There were also the great altar, the Pelopion temple, the council chambers, the temples of the Metreum and Heraeum, the Palesra, the temple of the Leonidadeum, the Portico and the ancient work-shop of Pheidias. The early races consisted of foot races run in front of the great altar. In these races the athletes raced with lighted torches to the altar, where each lighted a fire. The one accomplishing this first was declared the winner. Coroebus is credited with being the first winner.

It was not for athletic contests alone that this festival was held, but Olympia was also a place for the gathering of men of learning and for traders from all countries. It was not until the reign of Iphitus that we find a stadium constructed at Olympia. This was located on the east side of the grounds. The people sat on a natural embankment, upon one side of which were located seats for the officials. Just opposite to these there was located an altar of white stone. The course, six hundred and thirty English feet in length, was marked at each end by a white marble sill, eight feet in length, and eighteen inches in width. This sill had two deep
grooves, which acted as starting holes for the runners. The finish was always at one end of the course. In the long races, the course was covered twelve times. The post sockets which separated the courses are still visible. The history of the Greeks teaches us that athletic games were celebrated in commemoration of departed heroes and victors of war, or in honor of distinguished guests or in celebration of some special occasion. In these games sacrifices were offered of the best of their possessions in order to secure the aid of Zeus, their God. The belief among the Greeks was that in all contests man’s supreme gift was displayed, and that the more skilled one became, the more he resembled the gods.

**Historical Basis**

The origin of the funeral games and those leading up to the time when they were called the Olympic...

---

**Sure, he’ll come back with all his old-time fire**

George Sisler says he is coming back this year after a season’s lay-off on account of illness.

Fans all over the country are pulling for him to get back in the game with all his former skill and punch.

This picture shows him in a characteristic driving position, after he has lammed the ball with his Louisville Slugger. It is one of several pictures of Sisler in an interesting booklet, “The Knack of Batting”, copies of which you can have free by addressing...

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---

**Early History**

Prior to the year of 724 B.C. (844-724 B.C.) the ceremonies were conducted in honor of some twenty gods. Little is known of the early control, except that King Oxylos and King Iphitus played an important part. The events consisted of ceremonies and short foot races. But one day was required
to hold these games at this time, but as more events were added more time was given. After the sacrifices were given the people went to the stadium, there to await the opening of the games at sunrise, by which time all were required to be in their seats. After the lots were drawn, the contestants and judges entered the stadium, first passing by the series of statues of Zanes, where solemn oaths were given by all contestants. The oath was: Hear, O, Zeus, we who stand before you now are of pure Hellenic blood, free sons of free fathers, neither branded with dishonor nor guilty of any sacrilege. We have duly undergone for ten months the training to fit us to contend, striving earnestly by lawful means and without guile or bribery, to attain victory.” These Zanes statues had been erected from the fines of those who had infringed upon the rules. As a record of Greek honesty, the number of such statues was less than fifteen in 200 A.D. Previous to the fiftieth Olympiad, the games were supervised by one judge, but as the events increased in number, the number of judges were increased until in the one hundred and third Olympiad, the number had reached twelve, one for each Eleian tribe. The rules of the games were many, a few of them were,—that all contestants must be free born Greeks, later modified to Greek descent. That all contestants be free from all taint of duplicity, blood guiltiness or grave breach of a law. All must qualify one year in advance, and unless already famed as a winner, to present himself in the gymnasium at Olympia thirty days in advance of the games. Women were at first excluded from the games. Bribing an adversary was punishable with a heavy fine. The exact time of the year for the holding of the games is a disputed point. The games were held every fifth year, will be there, too, as it has been at all prominent athletic events for the past thirty years.

Our interesting book on “Athletic Injuries and Their Treatment” will be sent, all charges paid, upon receipt of your request.

THE
DENVER CHEMICAL
MFG. CO.
20 Grand Street
NEW YORK CITY
yet not after the term of five years was quite over, but every fiftieth month, the second month after the completion of four years, beginning on the fifth and ending on the eleventh of the lunar month, when the moon was full.

Decline of the Games

Homer was a champion of true sport. Some of the contests, such as wrestling and boxing, under the old rules might have been "distressful," but just as all true sportsmen find the hard games the most enjoyable, so the struggle in Homer is a pleasure and a joy to the young man who made trial of his strength. Previous to 400 B. C., athletics were helped by a great deal of literature. Little professionalism had existed before this time, but soon after this competition became keen and professionalism crept in, specialization made rapid progress during the fifth century. It was at this time that special trainers were employed for use in the games. By 570 B. C. the athletic calendar showed for one Olympiad seven great meets and several lesser ones. It is of a little interest to know that Tisias has the credit of being the first trainer. He was employed by Glauclus of Carystus. The games were fast growing into neglect until they were finally condemned by both soldier and citizen. Athletics had now passed that period where they could serve their purpose of providing exercise or recreation. In Athens the young man now deserted the gymnasium for the public baths and the market places. The decline of Athens was from 338-146 B. C. From this time the Greek spirit of independence, which had been the life of athletic contests had now declined. The States were now no longer free. The Romans came in and took possession of the games which continued to grow worse.

The Olympic records of Africa-nus ends with the two hundred forty-ninth Olympiad, 217 A. D. The Roman empire was now engaged in a desperate struggle with the invading Goths, but the silence which ensued told clearly what the effects had been. Hitherto the Greeks had preserved some semblance of political liberty, but the policy of centralization and unification, introduced by Constantine, stamped out the last remains of the city State. The ancient festivals of Greece were the stronghold of paganism and therefore recognized as the greatest obstacle of Christianity, now adopted as the imperial religion. The Emperor Theodosius set himself out to sweep away all vestiges of paganism in 393 A. D., and gave instructions to have the games closed. This marks the closing of the games until they were revived again in 1896.

Revival of the Modern Games

In the early '90s Baron Couber-tin, desiring once more to improve the physical condition of the French people and to promote sport in all countries and also to bring about a better feeling between all nations, conceived the idea of once more reviving the games which had been discontinued for so long a time. In 1894 he invited a representative group to meet him in Paris and as the result of this meeting we find that the games were once more revived, having been neglected since 389 A. D. The patriotic assistance of a wealthy Greek committee, and the help of Crown Prince Constantine made this possible. The year of 1896 saw the games once more revived upon Grecian soil, for the committee decided to hold them in Athens, not the same spot where they once were held, but near there. This marks the beginning of the modern games.
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PERIODIC HEALTH EXAMINATIONS

(CONTINUED FROM PAGE 18)

is more expensive and not so satisfactory as preventive work.

The average coach and physical director could well offer himself as a subject for periodic health examination of apparently healthy individuals. Too many coaches and physical directors are living on what they were, rather than on what their present condition is today. The coach should be a living example of his work so that the child might be more easily taught the necessity of many of the health rules, as practiced by the coach and physical director. Beyond this, coaches and physical directors need health to "carry on." To retain health one should take advantage of modern medical skill and submit to a thorough medical examination at least once each year.

The Department of the Interior, Bureau of Education, Washington, published in 1922 a series of "Health Education" pamphlets which should be carefully studied by physical educators who wish to keep abreast of this important movement of better health for the school child. The importance of health as the most important phase of education is freely discussed in these pamphlets. The American Child Health Association of New York and The Elizabeth McCormick Memorial of Chicago have published some very helpful pamphlets on the health of our school children. Many prominent doctors have written on this important subject. The time is at hand for physical directors and coaches to take their places as leaders in their field and assist in raising the standard of health of those with whom they are working.

School authorities are likely to show reluctance at the prospect of spending more money for health
examinations. It becomes the task of the physical director and coach to show the economy of thorough medical examinations of preschool and school children, detection of the disease or defect before a more severe disorder results, the folly of waiting until a child reaches college before complete examinations are begun and finally the necessity of prevention rather than cure. With complete examinations at school entrance, or before it, inspection carried on in the classroom and a thorough examination used when a pupil returns to school after an illness, the final cost of maintaining health will not be as great as under the present system of haphazard inspections or no examination throughout the first ten or twelve years of child life and then an examination in high school or college with its expensive and boresome repair work which naturally follows.

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Construction of a Hurdle
(Continued from page 10)
flights, and in some of the larger meets more flights are necessary. This means that at least sixty hurdles should be constructed. However, since hurdles are some times broken in the trial races, it is always desirable to have a few extra implements ready at hand.

Mr. Layman's Hurdle
When the foregoing article was printed, Mr. Gosnell Layman, now Athletic Director at Oakland City College, Oakland City, Indiana, sent the following suggestions regarding the construction of a hurdle and the two pictures which appear at the bottom of pages 9 and 10 to the JOURNAL.—Editor's Note.

Feeling that the hurdle illustrated in the recent issue of the ATHLETIC JOURNAL is far too costly for the average High School to construct I am offering to those interested a very serviceable, economical and easily constructed hurdle, the cost of which I feel sure every High School can afford.

The stock is 6 inch pine ripped in the middle, and you can select your length in such a manner that not a single inch of lumber will be wasted. The uprights and bases are made from 1½-inch stock, while the cross bars and brace are of inch stock. (The stock is really 1³⁄₄ and ¾ thick.) Screws are used in the construction and the hinges are fastened on by having a stove bolt passing entirely through the upright, which assures security and also strengthens the hurdles immensely. The hurdle is made rigid for your meets by a door hook, which you see in the illustration. I find, however, that High School hurdlers usually prefer to work on the high hurdles with the gate swinging loose, as thus they do not become shy, and if they hit it their ankles do not
THE CONSTRUCTION OF A HURDLE

become bruised or skinned. As the season progresses the hurdles may be made rigid and the men will not notice the difference, as they very seldom hit them, especially after they have found their stride.

You will be surprised how quickly you can cut your entire stock with an ordinary cut-off saw, while two men can put them together at the rate of four per hour. A couple of coats of paint will add materially to their appearance and life. The base of the hurdle in the diagram is 20 inches and it is 42 inches wide.

Question: Would it not be advisable to have two starters in the big meets?

Answer: The rules committee considered the advisability of changing the rule as suggested in the question above, but decided that it would not be desirable to have divided authority in starting a race.

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1 Mile Relay—3 min. 16.9 sec., University of Iowa—Morrow, Noll, Wilson, Brookins—made at Drake Relays, Des Moines, Iowa, April 28, 1923.

2 Mile Relay—7 min. 48.8 sec., Penn State—Carter, Edgerton, Enck, Hellfrich—made at the Pennsylvania Relays, April 28, 1923.

4 Mile Relay—17 min., 45 sec., University of Illinois—Yates, Patterson, McGinness, Wharton—made at Drake Relays, Des Moines, April 29, 1922.

In addition to the Pennsylvania and Drake Relays a number of other meets have been started. The University of Washington at Seattle, and Georgia Tech have already successfully established Relay Meets and this year California and Stanford will conduct a meet at Berkeley.

Last year Dr. Forrest C. Allen, director of athletics at the University of Kansas, started a relay meet, which was very successfully managed. This meet should be of value in developing track athletics throughout the southwest. The meet will be held this year, April 18th and 19th, and its success is already assured.

Howard Woods, director of Washington High School at Sioux Falls, South Dakota, last year organized and promoted a Relay Meet at Sioux Falls. This meet was attended by the universities, colleges and high schools of western Iowa, Minnesota, Nebraska, North and South Dakota and was an unqualified success. The 1924 meet, which will be held on May 3rd, promises to attract twice as many entries as attended the 1923 meet.

Ohio State University has announced the First Annual Ohio Relays to be held at Ohio State
University, April 19th, this year. The program announces twenty-four relay races, a number of special events, a pentathlon and a triathlon. This latter event consists of the shot-put, javelin, discus and hammer throw and all competitors must compete in three of the above mentioned four events.

Tom Jones, director of athletics, University of Wisconsin, has announced that on Saturday, May 3rd, the University of Wisconsin will hold its First Annual Invitation Interscholastic Relay Meet open to any and all high schools in the middle west. In addition to a number of special events the program will consist of the following relays—Quarter Mile, Half Mile, One Mile, Two Mile, Sprint Medley and Distance Medley.

The Relay Carnivals have been of the greatest good in stimulating interest in track athletics not only in the athletes, but likewise in spectators as well. The sports loving public is apt to find the usual track meet uninteresting chiefly because the program is allowed to drag but in a Relay Meet the events are promptly run off and the competitions are exciting. Further, the coaches attending these meets, study form and talk to other coaches, and thus the meets are of educational value. Likewise the athletes meet men from other sections and they become broader through this contact. The Relay Meets this spring should bring to notice some present and future Olympic Champions.

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TYRUS R. COBB, Mgr. Detroit Baseball Team: I take great pleasure in recommending it to high school coaches and players—in fact, any young man who is interested in athletics will find this book a good guide and a very great help.

A. A. STAGG, Univ. of Chicago, Ill.: I have only skimmed over it now, but believe that it would be a very interesting and instructive piece of reading. I hope soon to be able to really read the book.

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The Season Never Ends
SPRINTING

By

Archie Hahn

Mr. Hahn is the holder of many records in track and has had eighteen years experience in coaching. He holds the world's record for the 75-yard dash, and for the 220 on a curved track, and was formerly the world's record holder for the 60, 50, and 60-yard dashes. Mr. Hahn represented the United States in the Olympic Games of 1904 and of 1906 and still holds the Olympic record for the 60 meter and 200 meter races. In 1903 and 1905 he was the American and Canadian A. A. U. champion sprinter. Since 1908 Mr. Hahn has been coaching and training athletes with success. He has coached at the Pacific University, Forest Grove, Oregon; at Monmouth College, Monmouth, Illinois; at Whitman College, Walla Walla, Washington; at Brown University; and for two years was trainer of the football team and freshman track coach at Michigan. At the present he is assistant track coach at Princeton University.—Editor's Note.

Sprint races are for any distance up to and including two hundred and twenty yards. The shorter the distance the athlete is required to run, the more emphasis should be placed on starting.

Type of man for sprinting. There is no particular type or build for sprinters as there have been successful sprinters who have been big men, some have been short and stocky, and some have been medium sized and slender. Most of the one hundred yard champions, however, have been small or medium sized men, but invariably they have been stockily built. The reason why the champions at the shorter distance have generally not been big men is that small men usually can get into their running stride more quickly than can the larger men. The latter may have just as much speed as the others when they get into full running stride, but they are not so fast off their marks. The larger men very often make good two hundred and twenty yard runners. My advice to the coach would be not to look for any particular type of man for the sprints, but to search for the man who has natural speed irrespective of his size or build. Sprinters are born and not made; good sprinters have the natural nervous energy and coaches teach them how to make use of this energy.

Different styles used in sprinting. The big sprinters are inclined to make use of the full length of their
limbs in striding while the smaller runners must have good knee action and not so much hip action. The small man also uses more of a rebound than the big man. The former should be taught to run from his hips as much as possible as this will give him more power and will also tend to lengthen his stride. High knee action is essential and it will be noted that most champions have knee action that is comparable to that of a trotting horse. If one will watch the front legs of a trotting horse when he is traveling at full speed, one will understand what is meant by knee action. It is well to over-emphasize the action of the knees when teaching beginners the form in running. A great deal along this line may be accomplished by having the men practice stationary running.

Note the position of the head, back, legs, feet and arms when the command "get set" is executed.

The starting position "On the marks." In the descriptive matter which follows it will be assumed that the athlete starts with his left foot forward. If he starts with his right foot forward, the instructions should be reversed. In this connection it may be said, a sprinter should start with the foot forward that seems natural to him. The coach should teach the theory of starting when the men first report, but the movements should at the first be executed very slowly—in fact, the men should practically walk through the first four steps off the mark. Form in running should also be taught from the first, but the men should not move faster than a very slow jog. The earlier the form off the mark, the theory of running and the form in running are taught, the better it is. For the first ten days, the men should be taught to jog, with their bodies, legs, arms and heads carried in sprint form position but should not be permitted to work faster than a jog. Where the front hole should be dug depends on the size of the man and the length of his arms. Usually it will be from six to eight inches back of the starting line. The starter should be careful to see that the sprinter's hands are not ahead of the line. The holes should be dug crosswise and rather deep. The back wall of the hole should slant slightly backward. The rear hole should be placed far enough back of the starting mark so that the knee on the ground will be even with the instep of the front foot. The hands should be on the mark with the thumbs turned in and with the fingers together and pointing out. The hand forms a sort of tripod with the thumb and first finger on the line. The weight rests on the thumb and fingers. When the sprinter has taken his position his eyes should be centered on a spot about ten feet ahead. The legs and body should be relaxed physically, but the sprinter should be mentally tense. The athlete when in position should lean well forward. He should be careful not to be over-balanced and should maintain control of his body. The weight should be on the forward leg and the two arms. When the command "Get set" is given, he should raise his back and no further forward motion will be necessary. When the sprinter is on his marks with
his right knee resting on the ground, there will be about three inches between his left foot and his right knee. When in this position the arms should be straight and not bent at the elbows; the hands should be placed so that the distance between them will be equal to the width of the shoulders. The right foot will be directly in line with the right knee.

*Get set.* When the second command is given, the sprinter should raise his back by straightening his back leg until the line of the back will not be higher than the shoulders. The angle of the back line, if anything, should possibly be slightly to the rear. When these movements have been executed, the right knee will have been raised slightly above the height of the left ankle. The eyes of the athlete as in the position on the marks should be looking about ten feet down the track. The sprinter should breathe naturally and should not attempt to hold his breath. It is a good idea to take a few deep breaths before getting on the marks. When the pistol is fired, the athlete should forget his rear leg, that is, he should not attempt to push off with that leg and foot. The first step out of the holes is a natural one, the foot should be kept close to the ground and the body should move forward with the step. This first step with the rear foot should extend about three feet beyond the starting line. It should not be a jab step and at no time should the foot be more than six inches off the ground. One way of expressing this is to suggest that the athlete should not jump out of his marks. When the start is made, the right foot and the left arm move forward together. The left arm is swung straight ahead, possibly a little toward the median line of the body and is slightly flexed at the end of the swing. The right arm is straight back and this also is slightly flexed as the swing is completed. The sprinter should put lots of snap into his arm action. The hands should be closed and not held wide open. The athlete should keep a low position for three or four strides. Particular stress should be placed on this matter by the coach at all times. In taking the first four strides the runner should not chop his strides, but should reach out naturally. Plenty of snap and power should be put into these first strides, but care must be exercised to insure that the steps will be natural ones and that they are not shortened. In these first steps the body should be over the legs and the eyes should be looking ahead and not down. The sprinter should really shoot out of his holes and then gradually rise so that he will be in a running position at about ten yards from the starting mark. When he follows these instructions his body will describe a line that will resemble an inclined plane from the position which he assumed on the mark to the position in which he will be when in full stride. When a sprinter starts in the manner just described, it will be found that he will take about three strides to the four that will be taken by a man who uses a jab
start. If a sprinter uses the jab start and straightens up on the first or second step, he will find his speed thereby retarded. If a man jumps out of his holes on the first step he will lose time. A diagram of the

Note the high knee action when the sprinter is in full stride.

line made by the sprinter's head from the start will show that the man who jumps out of his holes describes a curved line with his head while the other describes a straight line. The straight line is shorter than the curved line. The first four steps will be about as follows—the first step will be two or three feet in length, the second will be six to twelve inches longer than the first, the third six to twelve inches longer than the second, and the fourth will be about six to twelve inches more than the third. After the fourth step, the sprinter should have gotten his normal stride. If the runner experiences difficulty in starting it may be that the holes were not properly placed. In this case, he should experiment by lengthening or shortening the distance between the holes or by moving the front hole closer or farther away from the starting line. Two or three inches difference in the position of the feet sometimes means a difference of two or three feet in the running of twenty yards. When the right distance between the feet and the distance from the mark is found, the sprinter should measure the distances and then should always use the same starting marks.

Sprinting form. In securing the sprinting form, the body should be upright and should not be inclined forward at the hips. There may be a slight bending of the upper body forward. The shoulders should be held in more of a "round shouldered" position than they are when the individual is walking. The hips should be relaxed. To obtain this position, the athlete should stand erect with his feet in a natural position. He should then drop his hips as if about to assume a sitting position. He should allow his knees to relax and to bend slightly. The position of the shoulders will be as described in the foregoing paragraph, the head held naturally and inclined forward slightly.

In running the legs should be brought forward in a straight line, the knees raised high and the foot should point straight ahead, neither out nor in. If the runner is inclined to run with his toes out, he should practice running pigeon toed for a while as this will usually correct the fault. The heels should move forward in as straight a line as possible. In other words, the runner should not "kick up behind." Just before the rear leg leaves the ground preparatory to coming forward in the next stride, it should be straight with the foot fully extended and the runner should be high on his toes. All sprint running is done high on the toes. When in full stride with the knees raised high, the sprinter should give the appearance of reaching out with his front foot. The strides should be equal in length, otherwise the runner will appear to be galloping. Every man should learn to run in a straight

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line and to look straight ahead and not at the other runners. Many sprinters have the bad habit of glancing across the track just before the finish line is reached. This results in the loss of many races because it causes the runners in question to cut their strides and thus lose speed. Care should be taken that the head will neither be lowered too much or thrown high in the air. As soon as a runner throws his head back, he shortens his stride.

The arms should neither be bent too much nor held too straight. If they are held at an angle of about 45 degrees, it will be right for most men. All arm action in sprinting should be from the shoulder. That is, the arms should not be swung back and forth at the elbow. When the sprinter leaves his marks at the end of the first swing of the arms, the hands are closed. The back of the hand should be held toward the outside. In other words, the wrist should not be turned out nor in, but held in a natural position.

Finish of the race. The throw at the finish. I believe that the following method of finishing a race is better than the jump finish which is used by many sprinters. The form which I favor consists of a straight ahead thrust or throw and is made when the runner is from three to six feet from the tape. If this throw is timed and executed properly it will give the runner an advantage of from six inches to one foot over the man who runs through the finish. This method of finishing is hard to explain but I will try to tell how it is done. It must be remembered that the finish consists of a thrusting forward of the chest with the full force of the body and legs behind it. The sprinter should learn to drive off of either leg as it may be either leg will be the one from which the drive will come. That is, it is impossible to estimate just how many steps a man will take in running one hundred yards, as this is affected by weather conditions, the condition of the track and the man's own condition. As the chest is thrust forward the arms are raised over the tape in such a manner as to make it appear as if both came forward at the same time. However, the arm on the side of the foot which is on the ground is thrown forward first and this is followed immediately by the other arm. The best way for a sprinter to practice the throw at the finish is to have some one stand three or four yards in front of him. This man should extend his arms to the front and hold them so that each hand will be at the height of the runner's shoulders. Next, have

This illustrates Mr. Hahn's idea of a "chuck" for the tape.

the athlete walk up to this man and throw himself forward from a distance of three or four feet. The runner's arms should be raised so that they will pass outside of the other's shoulders and your shoulders should come in contact with his outstretched hands. The sprinter should not stop when he meets this opposition, but should keep right on walking when against the other's

(Continued on page 46)
THE FORM OVER THE HURDLES

By
JOHN L. GRIFFITH

This article is written for the purpose of discussing one phase of hurdling—the form over the hurdle. The last decade brought in a new crop of champions—Simpson, Thomson and Brookins and with them styles in hurdling have been changed. While it is true that there is no one form that is right and others wrong for all athletes in any given event, yet in most things there is an accepted standard. This standard is set by the best authorities or track coaches. For instance, a few years ago nearly everyone believed that it was proper for a high hurdler to bend his front leg to the side in clearing the hurdle. Today there is not a hurdler of note who uses this form. The following points may be considered in a study of the form a hurdler should follow in clearing a three-foot six-inch hurdle.

1. Relaxation. Almost all of the great athletes appear to make their effort easily. This applies to golf, baseball, running and everything else in athletics. In fact it is often true that an athlete is successful because he has learned to put the shot, bat, drop kick, throw or what not when his muscles are relaxed. Sprinters and hurdlers cannot relax so much as athletes in other events in their races but the hurdler who can relax just enough when clearing the barrier has an advantage over the man who tightens or sets his muscles when in the air.

2. The Front Leg. The best high hurdlers clear the hurdle with the heel of the front foot next to the top of the hurdle and the toe pointing up and forward. The position of the foot as it is advanced over the hurdle is very similar in both high and low hurdling. Illustration 1 shows Thomson with his foot raised in clearing the obstacle and Illustration 2 is of Brookins who is taking the low barrier in stride. Illustration 3 shows four English hurdlers in the Oxford University Games taking the high hurdles. Note that none of these men turn their first foot to the side in going over the obstacle.

3. The rear leg. The rear leg should be dragged a bit in clear-
ing the hurdle. Another way of expressing this is to say that the legs should be straddled or spread. If the hurdler pulls his back leg up under him when he is in the air, he will sail over the hurdle and further this will indicate that he has jumped rather than stepped over the top of the obstacle. The athlete in lane three from the left in Illustration 3 shows this matter very well. Note that his rear leg is behind the body and is turned to the right to permit of a safe clearance. Thomson and Simpson both spread their legs until one leg was almost straight ahead and the other almost straight behind at the moment of taking the hurdle.

4. The dip. When the athlete is going over the hurdle he should bend his body forward at the hips. It is a mistake to lower the head only. Further, the body should not be turned to the side but kept straight ahead. If the dip is properly executed, the hurdler’s head will be little if any higher when he is in the air than it is when he sprints. This dip is of value in enabling the hurdler to get his foot on the track again quickly. Where the athlete does
not bend forward in the manner just described, the chances are that he will sail over the hurdle. The dip should be so pronounced that the athlete will be leaning forward at the moment when he lands on the other side of the hurdle. In Illustration 3 note that all of the athletes have dipped forward from the hips. The man in the third lane from the left has the best lay out.

5. The Snap Down. One of the most important factors in successful hurdling is the quick snap down of the athlete’s leg at the moment of landing. In the old days hurdlers purposely sailed over the barriers but it is now believed that the best results are obtained, other things being equal, by the men who are off the ground the shortest length of time. The snap down is accomplished by chopping the front foot down at the same moment that the rear leg is jerked forward. As previously suggested, if the athlete throws his body forward this will also aid him in getting into his stride quickly. Illustration 4 shows Knollin of Wisconsin in the second lane from the left at the moment of landing. Note that his landing foot is not being chopped down but is reaching out. If he had leaned his body forward more, his foot would have come down more quickly.

6. The next step. In Illustration 4 both Knollin of Wisconsin in lane two from the left and Anderson of Minnesota who is in lane four from the left have their rear knees well raised. This will enable each to take a full stride forward and is desirable. In Illustration 5, Brookins of Iowa in lane one from the left is swinging his rear leg forward for the next stride. While this leg is not raised so high in low hurdles as in the other events it is a point to be considered if the athlete would accomplish a long first stride.

7. The Arms. Simpson and Thomson each throw both arms forward as the hurdle is cleared. The right arm and left leg are stretched well forward and the left arm is forward but back a bit. This is sometimes called the short arm. The movements of the short arm help in accomplishing a quick snap-down. When the arms are held high and out to the side, the hurdler has a tendency to sail. Some very good hurdlers do not throw their arms forward with the stretching motion that Simpson and Thomson employ. In fact short men as a rule would find it disastrous if they tried to do so.
THE REQUISITES OF A GOOD PITCHER

By

W. G. Morrison

Mr. Morrison was graduated from West Virginia Wesleyan College in 1917. He won letters in all four sports and was the first man to win four letters at his college in one year. He served for eighteen months as an officer in the Field Artillery. He was Athletic Director at Moundsville, West Virginia, High School, at Bloomington, Illinois, High School and now is director at Main Avenue High School, San Antonio. He played in the Three Eye League 1919-22 and was sold to the New York Giants in the fall of 1922.—Editor's Note.

A person to have any success in pitching should have control, a delivery that will not tip off his intentions, a fast ball, a curve, and a change of pace.

Control

All of these are requisites of a winning pitcher, and of the list named, control, one of the most essential, is perhaps the most neglected. Some pitchers think if they have a good fast ball, a fast breaking curve and a change of pace they can win. They may win on the lots, but when these pitch-

Illustration No. 1
THE FAST BALL

ers go against college, university, or professional teams where the batters make them pitch, they may have trouble because they cannot put the ball where they want it. A pitcher should practice until he can put every pitch where he wants it. He should not be content to put it over the center of the plate, as most every batter can hit a ball there, but he should be able to pitch high or low, inside or outside, according to the weakness of the hitter. In practicing for control he should first acquire a natural easy swing in delivering the ball, and should use a windup, so that when the ball is released he is throwing not alone with his arm but with his whole body back of the throw. If the big muscles of the body are used much of the strain is taken off of the arm, and the player can get "more on the ball."

Delivery

In delivering the ball to the plate with no one on a base, both feet should be in contact with the rubber in the pitcher's box. The majority of pitchers today usually
keep one foot advanced a little more than the other. The right handed pitcher should stand with the heel of his right foot and the toe of his left in contact with the rubber. From this position he should bring his right arm straight up in front and back to the rear, executing a full-armed circle. As the arm is brought back over the shoulder after completing the circle the body should be turned to the right, the right hand to the rear, the left hand either out in front or to the rear to help conceal the ball, and the left leg out in front of the body. He should keep balanced on the right foot. He should go forward with the whole body, stepping out straight towards the batter with the left foot. As the left foot strikes the ground, and with the right hand forward, he should release the ball with all the weight of the body back of the pitch. During all this movement, he should not remove his eyes from the batter. I know of one professional pitcher, who, during the 1923 season was having great difficulty in winning. In every game in which he participated, he would give a large number of bases on balls. He could not imagine the cause of this wildness. It was very noticeable, however, that in making his wind-up, he would always look down at the ground and when he looked up could not locate the home plate quickly enough. When corrected of this fault he became a very successful pitcher and this spring is again in training with an American League club.

With runners on the bases, the pitcher can not take his long wind-up and a new problem presents itself. He must get the ball away to the plate quickly, at the same time not allowing the base-runners to get a big lead. The right foot should be in front of the rubber and against it while the left foot should be about two feet in front toward home plate. The body will be turned toward third base. The ball should be held by both hands, in front of the body and perhaps best against it about even with the letters. He should face the batter, but from this position he should be able also to glance to first base and see the runner. In delivering the ball, the right arm should be brought back and thrust forward quickly, releasing the ball to the catcher. The left foot should be raised and placed about fifteen inches to the front, and the right leg should be swung around to the front so that when the ball has been delivered, the pitcher will be turned straight toward the batter, but balanced to go either way to field the ball or cover a base. From this position in the pitcher’s box, the player should also practice throwing to first base. He should keep in mind that he must step toward that base as he throws. He should take a short arm movement, stepping and throwing at the same instant. He should work constantly until he gets a good movement to first base. He should
not let the base runner sneak off and get a running start on him. It is not always the fault of the catcher that men steal so many bases; but often it is the fault of the pitcher, who allows them to get such a big lead.

The Fast Ball and How to Throw It

The fast ball is used so much oftener than any other that the pitcher should have almost perfect control of it. He should hold the ball with the thumb underneath so that the first two fingers are across the seams at the point where these seams are closest together. The fast ball may be thrown with an overhand, side-arm, or underhand delivery, al-

![Illustration No. 4](image)

POSITION OF A PITCHER

though it is well to use all of these. In all of these deliveries the first two fingers should be the last to leave the ball, thus giving the rotation to the ball. In the overhand delivery, the ball will be on a downward plane and will "jump" just before it gets to the batter. This "jump" or "hop" is caused by the rotation. In this case the ball seems to "hop" upward. In the sidearm delivery the ball should be brought straight around from the side instead of overhead. Just before it reaches the batter it will "hop" in towards him. In the underhand delivery, the arm should be brought up as though the ball is coming out of the ground. The ball just before reaching the batter will sink. This delivery is much less used than the two named above.

The Curve Ball

In the curve ball, the second finger and thumb should be on (Continued on page 44)
THE CHARGES AGAINST ATHLETICS

Any newly organized society or institution that is in the public eye is on trial until it has proven its right to exist. American athletics have not been recently organized, but intercollegiate and interscholastic athletics as now conducted may be considered as comparatively new and these athletics are still more or less on trial.

The Journal believes that throughout the country satisfactory progress is being made in the administration of athletics in the educational institutions and that one of the reasons why certain criticisms are made against athletics is that the coaches and directors have not taken the time to give full publicity to the facts pertaining to the different branches of the physical education program. On the other hand the administration of athletics should be steadily improved.

The criticisms that are most commonly made against school and college athletics are the following:

The few star athletes are over-developed and the other students are neglected, it is charged. In some institutions it is true that no thought is given to the men who do not come out for the teams. If a man is employed solely to instruct the athletic teams he should not be blamed if he does not look after the health examinations of all of the students or conduct the classes in calisthenics. The Latin teacher is not held responsible for instruction in the other languages. If a man, however, is entrusted with the task of directing a department of physical education and he devotes all of his time to coaching the varsity teams, he will not have rendered the greatest possible service. It is granted that in far too many instances the director's success will be determined by the number of games won or lost and that consequently the man on the job is tempted to specialize on the phase of his work that counts the most in the minds of his employers. The director who looks at this thing unselfishly and is imbued with the idea of serving others, however, will do what he can for all of the students. It is to be hoped that some day physical education will be required of all of the students throughout the four years in high school and four years in college.

A great many people are still of the opinion that the men who excel in athletics are by their training and striving for victory injured physically. The studies that have been conducted by many authorities do not bear out these assumptions. Of course, there are exceptions and now and then a coach is found who has violated the recognized rules of training and his men as a result have not received the benefit from their athletic training that they should have received and, indeed, some few may have received injuries of one sort or another that will prove a handicap in later life. The Journal has previously presented the results of studies which have been made that
tend to show that the number of men permanently injured in athletics is comparatively small and will not repeat the figures at this time.

Furthermore, it is frequently stated that the school and college athletes do not graduate with as high scholastic honors as do some others. While it is true that in most institutions the athletes as a class rank as high scholastically as other groups picked at random, yet it is also possibly true that the highest honors in scholarship are more often won by the men and women who have specialized in their efforts to secure high grades, than by the athletes whose activities are more diversified. If the sole purpose of the school or college man should be that of achieving success scholastically, then the administrative heads err in considering the aesthetic, physical and moral equipment of the youth as of consequence. The Journal believes that the man who has had the broader training in school is more sure to succeed in his life's work than the one who has had training only along one line.

One of the objections to athletics that has been raised most recently is that people have a false sense of values; that they should evince more interest in art, literature and science and not so much interest in athletic sports. We are rather apt to believe that everybody should be interested in the things in which we are especially interested and if they are not, then we are prone to condemn the thing that interests them, but not us. We must all agree that there should be a limit to the number of games on the football and basketball schedules and that the members of the teams should be required to carry satisfactorily a full schedule of scholastic work, but the various schemes that are proposed for the purpose of making athletics less popular are not idealistic, they are foolish.

Athletics are becoming highly commercialized, it is frequently stated these days. Commercialization to some, means that large crowds pay admission to the games. To others it means that in some sections the line is not properly drawn between professional and amateur athletics. Those who have the proper appreciation of the objectives of athletics must hold to the opinion that more can be accomplished in training for citizenship if the men who play are impelled by the underlying principles of the game rather than by mercenary motives. As regards recruiting, a distinction should be made between legitimate efforts put forth to encourage a boy to secure an education and attempts made to hire him to play on a college team. There is not near so much recruiting of the latter mentioned variety as is commonly believed exists. However, there are still a few colleges where in one manner or another, financial inducements are given promising athletes to secure their services on the team. If this is right for these colleges it is all right for all, but it can be easily seen what the result would be if all of the colleges hired their players and the high school boys sold themselves to the highest bidder. The advantage gained by the colleges that follow this practice lies in the fact that their competitors do not secure their players in the same manner. This means that eventually the colleges that do not hire their players will not schedule games with those that do and so today there are only a few outlaw colleges. The coaches who believe in the work they are doing and are concerned with the future of the game may well inquire whether they deserve the criticism that is levelled against athletics.
DEAN BROWNELL IN ACTION

Will Dean Brownell, of the University of Illinois, first showed his class in the 1923 Drake Relays when he vaulted 12 feet and 10 inches. Later in the 1923 Conference Outdoor Meet he established an American Collegiate record of 13 feet 2 inches. This year he seems to be better even than he was in 1923. He vaulted 12 feet 10½ inches at the Illinois Indoor Relay Carnival and established a world’s indoor record by vaulting 13 feet 5½ inches in the Conference Indoor Meet in March.

Illustration 1 shows how Brownell holds the pole at the moment of starting his run. Illustration 2 shows him half way in his run to the take-off. In Illustration 3 note the pole has been slid into the planting pit and the left hand is being shifted. Illustration 4 shows Brownell at the moment of starting the pendulum.
swing. A plumb line dropped from his hands would run straight down his body. This shows that he has neither lunged for his takeoff nor run too far. In Illustration 5 note that his hands are above the cross bar. This is because the picture was taken at a comparatively low height. He takes the same grip on the pole whether vaulting ten or twelve feet. In Illustration 6 it will be noted that his hold on the pole was lower than the bar. Note the arch of the body in clearing the bar. That he has perfect control of his body is evident from this picture.

Pole vaulters should learn to land in the pit on their toes and with their legs bended at the knees. If a man jumps from any considerable height and lands with his knees locked he is very apt to sprain a knee.

Saturday, April 19th, Brownell won the pole vault in the Illinois-California dual meet at 12 feet 4 inches; McKown of Emporia Normal won the vault at 13 feet ½ inch and Brooker of Michigan won first in the Ohio Relays at 12 feet 3½ inches.
ORGANIZATION AND ADMINISTRATION

BY

JOHN L. GRIFFITH

Games Records

Many coaches have, upon entering a new position, found that no records of previous years had been kept. These men would no doubt have found much of value to themselves and the school had they been permitted to study complete accounts of the games of previous years. The reasons why reports of all games should be made a matter of record are so apparent that no attempt will here be made to mention them.

How Kept

A complete history of each sport may be kept in a separate book; for instance, a record for the 1923 season of football might be kept in a book which contained only material devoted to the football season. This means that each year a number of books would be filed away with the records of the various sports.

For many reasons, however, it is more convenient to compile a record of the year in athletics and to include in such a record the history of all of the activities of the department. Such a record may be written into a book that is of convenient size for a library. This book should be well bound and have a strong cover. The use of loose leaf record blanks, however, is recommended where the cost of printing and binding the blanks is not considered prohibitive.

What the Blanks Should Contain

A complete report of a football game should contain the terms of the financial contract, a statement of the attendance, a list of the officials, the lineup, an account of the expenses of the trip and miscellaneous items such as the condition of the weather and recommendations for another year.

Where blanks are printed in complete form it is desirable that there should be special forms for football, basketball, baseball and miscellaneous sports. The University of Illinois has an elaborate system of blanks for the manager's reports. These blanks are filled in after each contest and at the end of the school year are bound for a permanent record. The first page of the four leaf folder is the same for all of the blanks, the second page for the basketball and football records are reproduced. The second page of the baseball blank is an official baseball score sheet. The third page is left blank for a financial statement of trip expenses and the fourth page is for the program clippings, etc.

It is not a matter of much consequence what kind of a blank is used, however, just so long as the essential items are recorded. There are a great many things which might be included in a system of reports but it is usually well to make the record blanks as brief as possible and still include all of the items that should be included.

A director should remember that the institution in which he is employed will probably be maintaining an athletic department one hundred years from now and that the people of that time will be interested in knowing what was done in our time. Further, he will be surprised to find how often he will refer to his record books himself in the course of a year.
## Manager's Report

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**Accidents or Injuries**

**REMARKS** (Arrangements, Weather, Finances, Sportsmanship, Protests, Etc.)

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**Signature**

Manager

*The actual size of the blank forms is 8½ by 11 inches*
FOOTBALL

RECORD OF CONTESTANTS

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<th>Points scored</th>
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SUMMARY
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HOW TO PLAY SHORTSTOP

BY
LIEUT. JIMMY HOGAN, U. S. A.

Now stationed at the Army Post in Hawaii. Has played football, basketball and baseball at Villa Nova College. In 1914 he signed a contract with the Philadelphia National League Ball Club. Later on he played with Brooklyn with the Federal League and then later with Providence and Toronto in the International League. He served during the war as an officer in the artillery and after the armistice was stationed at Fortress Monroe as athletic officer. He was one of a selected group of officers that attended a special physical and bayonet school established by the General Staff at the Infantry School of Arms in September, 1919.—EDITOR'S NOTE.

It would be presumptuous for a man to consider himself as an authority on the playing of any particular position on a baseball club, and especially the difficult position of shortstop. I do not consider myself an authority on this matter which requires more practice and experience, than almost anything else in baseball. Due, however, to a request of the Editor that I write an article "How to Play Shortstop", I shall attempt to enlighten those who are interested on some of the important points of playing shortstop.

The very best thing that I know which will enable the ambitious ball player to perform successfully at shortstop is to adopt the style and play of one individual ball player, and follow it conscientiously. If this is done, there is no doubt in the mind of the writer, but that the young ball player will enhance his chances for success. For instance, the writer attempted to adopt the style of the great Mike Doolan, who performed in the National League for years, as the greatest shortstop of all times. At present, there are other famous shortstops, whose style of play may be adopted. There are for instance Bancroft, formerly of the New York Giants, Scott, of the New York Yankees, Gerber of the St. Louis Browns and any number of other big league stars, whose style is very easy to adopt. This is merely a suggestion, which, if followed, will assist a shortstop to do the best thing possible to make himself a success. "See the best there is at that position" and then go to it.

Further, I would suggest the following:

First—The man that plays shortstop should not be a large thickly set man, but one that is supple, fast on his feet, a quick thinker, always alert, and one who can throw from any position in which he fields the ball.

Second—A shortstop should learn to study signs, and at least, be familiar with those of his catcher. This will enable him to know what his pitcher is going to throw, and then to shift accordingly. Signs with his second baseman will cause him to avoid a collision at second base. The combination working around the keystone sack should be the smoothest combination on the ball club. Without this combination properly functioning, a championship club can never be developed.

Third—A shortstop should study the hitters. He should know to which field they hit, and then shift slightly in that direc-
How To Play Shortstop

...but in such a manner that it will not cause any suspicion on the part of the hitter. It is advisable for him to make this shift, while the pitcher is winding up, otherwise he might tip off the hitter.

Fourth—A shortstop should not play too far away from second base, when he expects to take a throw. In fact, he should move a couple of steps toward second base, being careful not to leave his position until after the ball has been hit. If he does, the hitter is likely to hit through the shortstop’s position.

Fifth—In touching the runner, the shortstop should allow him half of the base. To accomplish this he should straddle the bag, making sure that his foot is not in the way of the base runner. He should never go after the runner with the ball, but let him slide into it. Of course, if he overslides second base, it is up to the shortstop to go after him. It is in this particular case that the shortstop should be alert. Many a poor play is turned into a good one, by watching the base runner immediately after his slide.

Sixth—The shortstop must always be on the alert for slow hit balls to the right of the pitcher which cannot be handled by either the pitcher or the third baseman, and he should also watch for balls hit through the pitcher’s box that cannot be handled by the pitcher. This is the occasion whereby a shortstop can show his speed and alertness. He must come in fast on these balls and get rid of them almost simultaneously with the fielding of the ball. Plays of this nature and not necessarily plays of the one hand variety are considered good plays by managers and coaches.

Seventh—A shortstop should always understand his left fielder, who is more or less inclined to come in toward the infield on a fly ball, that is just beyond the shortstop’s regular position. Many
short hits over shortstop can be avoided, if the shortstop and left fielder will get together and work out a system as to how far each fielder will come in or go out. If this is done, it will avoid a collision, which, if it happens often enough will cause both fielders to field their position timidly.

Eighth—The best way to catch a fly ball is for the shortstop to keep his eyes on it as much as possible, otherwise he will lose it. If he takes his eye off the ball and then locates it the second time, considerable time will have been lost and this invariably causes a misplay.

As a summary, the writer wishes to enumerate a few facts which have helped him in playing shortstop.

1. Always watch the ball. Don't take your eyes off the ball to see what the runner is doing.

2. Don't try to get rid of the ball before you have fielded it cleanly. If you do, it will cause you to make a misplay.

3. When you have fielded the ball, get rid of it fast. You are playing shortstop and generally have a long throw to make.

4. Make up your mind what you are going to do with the ball if it is hit to you. Have your mind made up, as to what you will do with the ball before any play occurs at all. This will cause you to avoid what is commonly called "a bone".

5. In the event you have a chance to make a double play, be sure that you get at least one of the runners. This is done by making a good throw to the second baseman, enabling him to get rid of the ball fast. If you cause a misplay upon your throw you have ruined the chances for a double play. Don't get excited—get accurate.

6. When practicing have someone hit balls to your right, to your left, slow balls through the pitcher's box, and even though you have difficulty in fielding them—continue to try them—that is your weakness, and you should endeavor to correct this fault.

(Continued on page 44)
Notre Dame Summer School For Coaches

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HOW ILLINOIS GUARDS THE HEALTH OF HER STUDENTS

BY

GEORGE T. STAFFORD

Mr. Stafford has written a series of articles for the Athletic Journal, the first of which appeared in the May, 1923, issue under the subject of The Physical Director or Coach in the Field of the Physical Subnormal. Subsequent articles have dealt with the following subjects: Body Mechanics, Weak Feet, Constipation, Hernia, Athletic Injuries and Specific Injuries. Mr. Stafford is Assistant Professor of Orthopedics and Physical Diagnosis, University of Illinois.—Editor's Note.

A complete education is now recognized as such only when the body is given attention on a par with the mind. Each year at Illinois a large majority of the more than two thousand Freshmen are initiated into the mysteries of “Health Examinations.” Many students, coming from high schools where health examinations are unknown, are here given a thorough medical and physical examination. More and more this number, who have not had a previous medical or health examination, grows smaller. It is hoped that in the near future there will be no entering Freshmen who have not had a previous health examination. “Have a Health Examination on your birthday” is the watchword of preventive medicine and this with various other health stimuli finds the average person more receptive to examinations than heretofore.

The health examination at Illinois is given by the Health Service Department of the University for the purposes of:

1. Detecting any departures from normal health and providing a record for the careful follow-up work on each case.

2. Preventing a student from engaging in physical activity which might be injurious to his health.

3. Regulating the number of hours a pupil may carry so as not to injure his health by overstrain, mentally or physically.

4. Providing a record of orthopedic defects which are treated by the Department of Corrective Gymnastics.

5. Detecting any communicable disease, thus protecting the student body and the community as a whole.

The findings from year to year do not differ materially only as far as the personal equation of the examiner may affect the total. Heart cases, kidney conditions, hernias, etc., run about the same in number from year to year. Orthopedic examinations run much higher for functional figures than for clinical figures. For example, a boy might have a normal appearing arch and clinically he would not be classed as having a foot condition. However, if he persistently stands and walks with his feet pronated, he would be classed as having a functional foot condition. The aim of the functional examination is to detect the mechanical errors before distinct clinical manifestations develop.

The personnel needed for the examination of a large group of men is in proportion to the time spent on examining the group.
the thoroughness of the examination and the number examined.

(a) Time. As a rule two to three days should be allowed before registration so that all who are to be examined may be examined before the semester begins. Of course it is usually necessary to set aside the second Saturday in the semester for late comers, but the bulk should be examined before school opens.

(b) Time spent or thoroughness of each examination. To say a person has been examined should mean a thorough examination. Anything outside of this should be classed as “Inspection.”

Q. Should an umpire call a foul on a team for encroaching on the neutral zone?
A. The rule book gives the headlines on jurisdiction in this case but officials generally agree to report any foul that comes to their attention to the referee.

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GEORGE HUFF, Director
Room 204, Men's Gym., Urbana, Ill.

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An inspection is simply a hasty "going over" of the one examined and should not be resorted to unless funds and time are absolutely prohibitive. Health is one of our biggest assets in life, and a thorough examination is needed to detect insidious departures from the normal.

(c) One doctor can examine one man in thirty to forty-five minutes. For an eight hour examining day one doctor may examine sixteen men. Multiplying the number of doctors, fifty doctors could examine eight hundred men. Substituting trained clerks for all clerical work and measurements, an examination of two thousand men could be made in three days by having specialists for the various parts of the body. Three eye, ear, nose and throat specialists, three dentists, three heart and lung specialists, two surgical, two orthopedists, and three chemists would form an efficient team to take care of the entire group of men examined. The health officer would have general supervision.

The method of procedure would be as follows: Special rooms should be provided for each department as listed above. The heart and lung room should be the quietest room in the building. A definite routine of procedure would allow for the handling of "Histories" by the clerks and then the men should be started in regular formation through the various channels. Arrows should be used to direct the persons from room to room and the clerk who records the findings should direct the one examined toward his next examiner.

A card is carried by the one examined and is finally surrendered at the last station where a specimen of urine is given. The specimen is taken by its owner to the last clerk who checks the man’s card to see that he has been through all rooms and only then is the examinee free to dress and leave the building.

Immediately after the examinations for the first day are completed, the cards are checked, a list of orthopedic cases and findings, heart cases, etc., sent to the department of corrective gymnastics and follow-up work is planned for these cases. After the third day’s examination, all cards are checked and all cases which show departures from normal are called in and treated or advised. The back of the card is used to record all follow-up work. Any indisposition on the part of the student which causes him to seek medical aid at the Health service station is recorded on the back of his original card.

The Health Examination as outlined above conforms to the essential requirements of a thorough examination, the follow-up work is thorough and with a perfect coordination between the Department of Physical Education and the Health Service, and the students’ health is carefully guarded while his regular college course is being pursued.

The requirement that all Freshmen shall pass a very thorough and practical course in Hygiene is only another example of the importance of health as recognized at the University of Illinois.

Question. In case of a question relating to the eligibility of a competitor in a track and field meet is the referee the final authority?

Answer. No. The games committee on the organization that manages the meet decides matters of eligibility. The referee in a track meet is responsible only for the conduct of the meet.
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That Dr. Meanwell's teams have won 179 games, lost only 26, placed first 9 times
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65 DEGREES WHICH PERMITS STRENUOUS EFFORT WITH-
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THAT THIS IS WHERE THE BIG RAINBOW AND MUSKEL-
LUNGE AND PRETTY SPECKLED TROUT FLASH FROM THE
COOL WATERS OF THE NORTHLAND AND CHALLENGE MEN
WITH SPORTING BLOOD TO CATCH THEM IF THEY CAN,

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The Registrar, Iowa City, Iowa
The Daily Illini, which is the student publication of the University of Illinois, recently ran the following editorial. It is significant that our students have taken a stand not only at Illinois but elsewhere for the upholding of the principle of respect for law.

For Clean Sportsmanship

"Clean sportsmanship and a healthy respect for rules under which Big Ten teams are governed were never given a heartier boost than in the resolution adopted by the Tribe of Illini Thursday night to deprive of their Varsity letters University athletes who violate western conference anti-professional rulings. The resolution, recommended to the Athletic Board of Control, would also erase from the Tribe's membership any athlete found guilty of violating the professional ruling.

Resentment has at times been heated when Big Ten athletes have been barred for professionalism on the eve of an important game. Charges and counter-charges have been hurled between colleges, usually by parties without authority who spoke with all the vehemence of authority. Thus, although the University athletic officials have been in perfect agreement on the ban, bad blood has been engendered between schools.

Whether or not our sympathies are with the athlete who is prevented from earning a more comfortable livelihood during vacation periods through the exercise of his athletic prowess, respect for law and order, we agree, are of primary importance. So long as the Big Ten officials think it best to have such a ruling, and so long as the coaches and athletic directors have accepted and agreed to uphold such a ruling, it should be observed.

Seat the Overflow Crowd

WHEREVER crowds gather for indoor or outdoor affair the problem of the overflow crowd is easily solved with Knockdown Bleachers. They are up in a jiffy just where you need them. Unskilled help, without tools of any kind, can set up tiers of them with amazing speed.

Knockdown Bleachers stand up secure and rigid against the heavy crowds that pile upon them. At every point they are reinforced with specially designed steel fittings. The jacks and horses are made of extra strong, long leaf yellow pine.

Along with their lightness and strength, Knockdown Bleachers are comfortable—ample room for each spectator, and a separate footrest below the level of the seat ahead. No danger of clothes being soiled by muddy feet. The seat boards, of Washington fir, are smooth and painted.

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THE VALUE OF COMPETITION

BY

JOHN L. GRIFFITH

A great many people are disturbed these days over the development of the principle of competition. They feel that the over-development of the competitive idea among nations ultimately results in war; that competition among business men leads to corrupt practices and that the evils in athletics are due to the keen competition that is the life of games and sports. According to the philosophy of these men, individuals can not be expected to strive honestly and honorably for success when a large prize is at stake. If the competition is limited and the prize of little consequence, then men will not be tempted to violate the code in the struggle for results. This is a dangerous philosophy as it places a premium on mediocrity and tends to discourage man in his endeavor to put forth his best effort. Perhaps the fault lies in the fact that the idea of competition has not been utilized to its fullest extent. Unlimited competition among nations in the matter of building battleships would inevitably lead to national bankruptcy. On the other hand it is not conceivable that the nations will go to extremes in their attempts to excel in art, literature or in the attainment of athletic ideals. Here, perhaps, is a point in favor of the Olympic Games inasmuch as they provide a medium by means of which the nations of the world may struggle for supremacy in various ways. In the business world where it is recognized that competition is the life of trade, salesmen are not restricted in their endeavors to attain results greater than those of their business associates or rivals, except by certain codes of ethics, which govern the activities of the representatives of the best firms of America. And so with athletics the athletic coaches must continually insist that athletic competition must be judged by the manner in which the athletics are conducted and the good which is accomplished because of the contests rather than by the fact that men strive for a great prize, that prize being the joy of accomplishment and the satisfaction of having fought a good fight and of having been loyal to an ideal.

The purpose of this article is to suggest that possibly a mistake has been made in not making use of the competitive idea in other ways than at present. For instance, it is pertinent to ask whether this idea of competition could not be carried into the classroom and some method devised whereby a class in mathematics in one school might compete with a class in mathematics in a neighboring school. It has been shown that competition is of value in stimulating workmen in the industries. For instance, V. K. Brown, Superintendent of Playgrounds and Sports of the South Park Commissioners of Chicago, reports that at a certain nitrate plant riveters averaged 172 rivets a day. After competition was introduced the winning gang of riveters brought the average up to 1380 rivets per day per man. He further reports that carpenters reduced labor costs from $182 per cottage, in a series of uniform temporary cottages for workers' families, to a unit cost of $41 and
that teamsters who previously averaged three and a half loads of dirt per day averaged for forty-two consecutive days in the heat of the summer seventeen loads per day.

Mr. Brown has had marked success in developing competition in sportsmanship and reliability on the part of athletes as well as in the matter of winning games. For instance, in the Grammar School League which consists of the Chicago Public Grammar Schools and Parochial Schools in the South Park District, the merit system of scoring is on the following basis:

Sportsmanship ....60 points
Reliability ........10 points
Winning ..........30 points

Sportsmanship to include: (1) Fouls and infractions of the rules, charged to a team; (2) prompt acceptance of the official's decisions; (3) language and conduct of players during the contest; (4) conduct of spectators and partisan of a team during the game; (5) conduct of team and followers, to and from the game.

Reliability to include: (1) Promptly appearing for play at scheduled hour and date; (2) faithfully carrying out all rules as to eligibility; (3) captain's having line-up ready for scorers (this

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Jiffy Jock Strap
The New Idea
For your baseball team, investigate this New Idea in Jock Straps for athletes. Managers of prominent teams and Athletic Directors of leading Colleges furnished suggestions which enabled Johnson & Johnson to perfect it. The Jiffy Jock Strap is preferred because of its ease of adjustment and the safety its support affords to players. A wide waistband slips around the waist and is fastened by double snaps. The pouch is held by three strong snap fasteners and holds the parts without annoying pressure. All-elastic construction permits absolute freedom of motion, and its correct design prevents chafing.

If your Druggist does not have the Jiffy Jock Strap, send us his name and you will be supplied.

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Report your vacancies to us. We are at all times in touch with well qualified specialists.

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BLOOMINGTON, ILLINOIS
rule is to punish trickery of any kind).

The team that wins will be credited with thirty points.

Next fall in the Western Conference or Big Ten Conference an attempt will be made to extend the idea of competition so that it will include excellency in sportsmanship. It is a well-known fact that the sportsmanship of some teams and some student bodies is superior to that of other teams and other student bodies. This, however, is due entirely to education or the lack thereof. Children are not good sports. They must learn the lessons of sportsmanship. Some men have grown up without learning these lessons and in some institutions the education of the athletes, the students and townspeople has been neglected. Today a coach is expected not only to win games, but to teach sportsmanship in such a way that it influences the actions and words of his constituents. After each football game to be played next fall it is proposed that a rating will be given of the sportsmanship of the teams and crowds and at the end of the season the averages will be computed and published.

It is quite likely that there will be some who will object that the carrying out of this plan will ultimately result in taking the fight out of athletics. This is an old idea that was commonly held regarding athletic competitions a decade ago. In those days all boxing matches were billed as grudge fights; football teams were taught to hate their opponents and rival teams were bitter enemies on the field. Today it is recognized that boxers who are good friends fight just as hard when matched and brought to-
gether in the ring as do men who hate each other, and that football players play just as hard if they consider their opponents as friendly rivals rather than bitter enemies. There is no danger that American school and college athletics will become emasculated and it is predicted that those who are fearful that the development of sportsmanship may feminize our athletics will be the most ardent supporters of the plan for the development of competition in sportsmanship after this plan has been given a thorough trial.

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35

We are now offering

**MAYCO DOUBLE-DRI**

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Write for samples and quotations, also, list of schools who are now using our towels.

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- Helmet with ventilation and shock absorbing
- Knee pads
- Thigh pads
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Put them through the hardest workout; test them in grilling competitive games—you coaches know that Rawlings Quality Uniforms will stand up under the wear and tear. All of Rawlings Athletic Equipment is fashioned with the same careful workmanship, superior materials, and excellent finish. For, Rawlings products are approved and used by leading coaches and athletic directors everywhere. Give your football, basketball and baseball squads the right to be confident in their equipment. It’s a positive factor toward winning games. Give them, too, the protection that is an outstanding feature of Rawlings Goods.

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LUCK IN ATHLETICS

By John M. Harmon

Mr. Harmon was graduated from McKendree College Academy and from Missouri Wesleyan University. He won three letters in each of three sports at Wesleyan. He has coached at Central Wesleyan, Warrenton, Missouri, and at Evansville College, Evansville, Indiana. He is now Director of Athletics at Evansville.—Editor's Note.

Is football or basketball a game of chance? If one who had never seen either game should hear the conversation of many coaches when discussing their games, I am sure that one might come to the conclusion that the winning of football and basketball games depends on luck. Ten years ago I heard Branch Rickey say, “There is no such thing as luck.” That thought has remained with me, and since I have had a few years’ experience as a coach, I believe I know why Mr. Rickey said that. Consequently, I am not able to console myself after losing a game, by the “hard luck” alibi. I thoroughly believe that there is no such thing as luck in athletics. The term, no doubt, is used more in the coaching profession than in any other, when in fact there is a real scientific reason for every game being won or lost.

If we were flipping pennies for money we certainly would consider it a game of chance, or possibly luck, but we should not, because the law of average will govern the number of times that heads will turn up, which will be approximately one-half the time. We do not need to flip the penny a thousand times to prove that; but the greater number of times the coin is flipped, the nearer the fifty-fifty per cent you will remain. The same law of average will apply in any game of chance. I do not wish to suggest professional gambling to anyone and I have had no experience in that line myself; however, I would have you see that even in flipping pennies there is a scientific law which governs the number of times you may expect heads to appear upon a certain occasion. This same principle will be found applicable to coaching also, if you will keep a record from day to day and yet who of you would compare your chances in flipping pennies with your chances in coaching.

I shall never forget an annual Thanksgiving football game in which I took part along by the side of one of the best drop-kickers I have ever known. We felt that the twenty-yard line was our goal with that man in the lineup; consequently we weakened near that place on the field and six times gave our drop-kicker a chance to win the game, sometimes even much nearer, and every time the ball went astray although his first eighteen attempts of the season, in games, were perfect. When the game was over the score was seven-seven, although our team had made twenty-one first downs to our opponents’ two. The big cry was “hard luck.” That day I might not have had the courage to say, “there is no such thing as luck,” although I could not understand the results other than the psychology of the team in depending upon a drop-kick as we were accustomed to in close games, therefore weakening when held upon the first down near the goal. One year later the man with the “educated toe,” as it was broadly advertised, con-
fessed that two hours before that
game he enjoyed a delicious Thank-
sgiving turkey dinner. As there are
scientific reasons why athletes
should train, that was a sufficient
scientific reason why we should
have failed in that particular game.

Among the many requirements
necessary to be a successful coach,
one must be a student of psychology.
This will often help to locate the
real reason for defeat, and therefore
help to build a better team for the
next game. Team psychology is
a big subject in itself and one that
must not be slighted by the coach.

Probably more football games are
called “hard luck” games because
of being won and lost on a fumble
than for any other reason and yet
the coach may have emphasized hit-
ting the line hard, tackling, block-
ing, etc., neglecting ever to talk
of the danger of fumbling, although
he may have earlier in the season
taught the backs the proper way to

---

Baseball

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BASEBALL - FOOTBALL
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carry the ball. Such is the psychology of which I speak, and such are the reasons, of which the public is not aware, for "hard luck" games.

Early in my coaching experience I remember that after a certain basketball game I was thinking of the fact that many times during the game I observed that my team did not revert from the offense to the defense as quickly as they should; therefore I spent a lot of time the following week talking upon that point. In the game at the close of that week they went to the other extreme, which resulted in their passing up a lot of shots they might have had in keeping the ball in our end of the court, while our opponents were getting a large number of shots over our defense, making a small percent of them, yet enough to win in a close game. Our supporters thought our opponents were "mighty lucky." I did not tell them then that there is no such thing as luck in athletics.

The coach should not be consoled by his friends' and supporters' tempting words of "hard luck," but for every defeat he should establish in his own mind the scientific reason for it. It may not always be possible to locate it, as was the case upon that Thanksgiving day of which I speak, but the reason was there. The coach should do his best to locate it and if the material is even near the equal mark, no doubt the reason is in his coaching methods. In talking to the coaching school at the University of Illinois in 1921, Mr. Huff said, "You may be a genius, or you may be a hard worker, but in either case you will succeed as a coach." If a coach is not winning half of his games he should look his material over, then look himself over and see if he is utilizing all of his men's ability. Possibly it is the coach that is not working hard enough.

Luck is a lazy man's estimate of a hard worker's success. That is the only definition I know and that is not the meaning in which we conscientiously use it; therefore, I contend that there is no such thing as luck in athletics but rather a scientific reason for every success and failure. A coach should locate that reason upon the occasion of every game and become a better coach.

Some Recent Editorials

A new plan for awarding letters is suggested in the editorial "State Letters" taken from the Lake Charles, Louisiana, Press. Here is an idea that the officers of the various State High School Athletic Associations might well consider.

"State Letters"

"A novel system of rewarding scholastic merit has been evolved in Missouri, where a "State Letter," corresponding to a college letter in athletics, is awarded by that state's board of education.

The "M" is awarded students who have perfect health, stand high in scholarship, show qualities of sportsmanship and who take part successfully in athletics. Athletics count 300 points in tabulating the standards, while each of the other fields of endeavor count but 100 points. Two hundred points may be gained in ways not specifically mentioned.

The incentive of that student to wear the letter of his state should make the award a success. Carrying as it does more of prestige than the mere wearing of a high school letter and representing a far wider range of accomplishment, the goal is one which any boy might well seek to earn."

Ed Smith, the veteran sports writer of the Chicago American, has contributed a great deal to the sports of this country. As an
official himself he is impartial, just and fearless. His words in the editorial taken from his paper which follows should be read by all coaches and athletes.

**Unfortunate Is the Judge of Play in All Lines of Sport**

“He’s the only man in the contest who can see just what is doing, but even when he is honest and self-respecting he gets little support from the howling throng.

There have been recent howls about the judges of play in different lines of sport. Rattling along comes the howling mob which does not like this decision or that one. Then there are the disagreeable elements of one-sidedness and even dishonesty. A famous referee of boxing contests once said a very true thing—accuse a man in public in front of a crowd and apologize to him in the alley in front of nobody. It’s true.

Just within a short time one of the best fight referees in the country was accused of making a terrible decision down in Georgia. So later was a widely known and respected football official accused of making a decision that was shown later to be well within the rules. Five men of known integrity who had no financial or other interest in the event outside of the good of the turf were accused of picking the wrong horse in a big race in Louisville.

One of a fair mind cannot subscribe to these things. One should always be WITH the judge of play, no matter what the game may be. To err is human, but judges of play, right on top of what is happening and who are fair, as 99 per cent of them are, seldom err.

Why not be with the judge of play? He can see better than you can because he is on top of the play and generally is honest.”
CHATS WITH COACHES

BY

THE EDITOR

The following article by President W. W. Campbell, President of the University of California, which appeared recently in the San Francisco Journal of Commerce, presents a sane view of college athletics and will be of interest to the coaches and athletic directors. It has been suggested in the Journal several times before this that too many of our educators are misled by the enthusiasm that our students, alumni and townspeople manifest over the college football games. Some seem to feel that if the games were curtailed more enthusiasm would be shown by the students over their classroom work. Human nature is not easily made over, but if it is to be made over the results will not be accomplished by abolishing things in which humans now manifest unusual interest.

DR. CAMPBELL ON COLLEGE ATHLETICS

Editor The Journal: "Many people seem to hold the belief that American colleges and universities are devoting too much of their time and their resources to athletics and not enough to scholarship. In some cases this may be true, but in general it does not correspond with the facts, at least in degree. The reason for the existing impression is not far to seek. Athletics contain dramatic elements, whereas scholastic activities are associated with quiet and tranquil living. Newspaper accounts of athletic contests cover many pages every day, and these pages are teeming with photographic illustrations and large headlines. Scholastic activities, on the contrary, are frequently consigned to an inch or two of space on one of the interior pages. A fine illustration of this principle attracted my attention in today's issue of The Journal, in your article on the successes of a Berkeley boy, Mr. Marion A. Cheek, now a sophomore in Harvard University. I read the article with unusual interest. After devoting a half-column to Mr. Cheek's accomplishments in football, baseball and track events, with the javelin, the shot and the discus, and to his election as class president, you devote six lines at the end of the article to saying that Mr. Cheek "has found time from his athletics and class officer's duties to attain an unusually high grade in his studies, being ranked with the honor men of his class, which include about 50 out of 600."

I know a good deal about Harvard University, and I am confident that the sentiments in the quotation would have been expressed more correctly if you had said that Mr. Cheek "has been able to take time from his studies, in which he ranks with the honor men of his class, to attain an unusually high grade in his athletics and class officer's duties." For many years I have been pleased and interested to know that every day's issue of the Harvard Crimson, the daily newspaper of the Harvard campus, publishes at the head of its column on athletic notices: "Notices of athletic practice do not require or excuse the cutting of classes."

As president of the University of California I have tried to place
Track and Field

The American Olympic Team will be completely equipped by A. G. Spalding & Bros. The same equipment selected by the world's champions is available for every school and college track team.

THE SPALDING OFFICIAL JAVELIN is made of super-selected wood, not too rigid, not too limber.

THE SPALDING OFFICIAL DISCUS is correctly weighted around the rim. This insures true flight which offsets wind resistance.


Sweat Shirts and Pants

All wool, in all colors, made with the new zipper style bottoms. Easy to get on and easy to get off.

Cotton suits for immediate delivery.

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All styles for running, jumping, hurdling.

Spring Foot Ball

Look over your football squad in Spring practice and then look over the football equipment. Check it up and you will have an accurate list of just what you need to buy to equip every candidate that comes out next Fall. Don't wait until next September to order your football supplies—he ready to go when the Season opens. A post card to any Spalding store will bring an experienced equipment man who will show all the features of the most complete line of football equipment ever assembled.

A. G. SPALDING & BROS.
211 S. State St. CHICAGO

Stores in all cities
before the students of the university and before the people of California the real facts as they exist in our university, namely: Athletics were made for the university, and not the university for athletics. In this endeavor I have had some assistance from the newspapers of the state, for which I am grateful. I wish the University of California could be outfitted with an abundance of vacant campus land, with several scores of tennis courts, and with other facilities so that every one of its 14,000 students could and would devote an hour or two, on four or five days per week, to outdoor physical exercise of a competitive sort. The real objection to the college athletics of today is that on too many occasions several thousands of the students watch a few students play instead of getting into the games themselves."

Yours faithfully,

W. W. CAMPBELL.

Berkeley, Cal., Feb. 22, 1924.

The editorial under the caption "Sportatorial" taken from the Modesto, California, News refers to the vast amount of advertising that accrues to an institution through its athletics. A word should be said about this matter of advertising because far too many people believe that college student attendance is increased when a college has winning teams. While it is doubtful if there is any definite correlation between winning teams and the attendance figures, many who have not studied this question will take exception to this statement. However, the result of a study that was made along this line will be presented to Journal readers in an early number of the Athletic Journal. In the meantime it would be well to consider
the question of wise and unwise advertising through athletics.

**Sportatorials**

"Some time ago, the question was raised—is the large part played by athletics in the high schools and colleges of the country really worth while and is it being carried to the extreme, to the exclusion of other activities of the schools and colleges.

In defense of athletic activities, a few important facts may go a long way toward a satisfactory answer to the query. In the first place, the immense good accruing from athletic activities must be considered. By going out for some branch of sport, a tremendous physical development automatically goes to the individual participating, and thus, from the physical side a big benefit is derived. Then, there is a certain something—a push and initiative that exponents of ath-
The Athletic Journal


The athletics acquire, that can be obtained in no other manner.

Another thing, a vast amount of advertising goes to the institution that produces some exceptional records along athletic lines. Many of the leading colleges in the east bear witness to this. But—and here is where the trouble enters—this advertising has been carried to the excess, with the result that athletics in general have come in for a big share of criticism. It is through this misuse of advertising that the great harm has been done, and until this evil is eliminated, college sports will continue to suffer.

If athletics are removed from the colleges, those institutions will suffer. The growth of colleges is greatly aided by athletics, as evidenced by any of the large institutions of the country. In short, athletics are just one branch of the numerous activities that enter into school life, and they go a long way toward contributing the manly virtues for which this nation is noted."

How to Play Shortstop

(Continued from page 24)

7. Try fielding the ball down around third base, and make your throw to third base instead of to the other bases. This play crops out in many games, and unless you have tried this play before, you are apt to throw wild to third base allowing the base runner to score.

8. Many other suggestions may be offered, but the writer wishes to make mention that the shortstop, himself, will find his own ways in which to obtain results. The previous suggestions are merely to assist the prospective shortstop, and are not laid down as ironclad rules.

Requisites of a Good Pitcher

(Continued from page 13)

straight overhand with a delivery similar to the overhand delivery of the fast ball, almost a straight drop curve will result. The pitcher should grip the ball as just described, bring his arm straight overhand and release the ball out in front of the body, allowing it to roll off over the index finger, not off the tips of the fingers as in the fast ball. As the ball is released, the wrist should impart a downward snap to the ball. If the ball is gripped in this way and a sidearm throw is made, an out-curve will result. In the outcurve, the ball goes over the index finger as in the drop, the hand, after giving the snap to the ball as it is released, should swing downward across the body. In both of these curves the thumb can play an important part in seeming to push the ball out of the hand and assist in giving it rotation.

Change of Pace

As said before, every pitcher should have a change of pace, although the majority have not perfected this to a very great degree. Change of pace is used to "cross" the batter. A pitcher can not always deceive the batter but a change of pace will materially assist him in accomplishing this result. First, he should remember that the windup and delivery should be as nearly as possible like that of the fast ball, but that the ball should be greatly slowed up to get the batter off of his balance. The ball should be held the same as for a fast ball but just as the ball is released from the hand the first two fingers should be raised. In doing this, there can not be so much impetus to the ball and it will be greatly slowed up, while in all appearances it resembles a fast ball.
Some pitchers use a knuckle ball when changing pace, but the knuckle ball is hard to control. A good rule that practically always holds good is to keep the change of pace or slow ball low.

It is a good thing for a pitcher who does not know the batting weakness of certain hitters to watch them take their hitting practice. He should notice what balls certain batters hit well and what balls they do not hit so well. This will give him some idea as to what and where to pitch to them in the game. In the absence of a knowledge of the weakness of the batters a few hints are given on how to pitch to batters who have different stances and habits at the plate. When a batter stands far back from the plate the pitcher should keep the ball away from him. He should pitch high outside or low outside. He should pitch in on the handle of a batter who takes a long swing at the ball. This will usually hold true whether he steps in or back. The ball should be pitched inside to a batter who chokes his bat and swings it with a push movement; it should be pitched low and outside to a batter who hits underneath the ball for he will hit it in the air; it should be pitched high to a batter who chops or strikes down at the ball.

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Chats With Coaches

An account of a trying play that took place in the National Basketball Tournament at the University of Chicago as graphically told by the Daily Maroon is herewith reprinted. The boy who is master of himself when a premium is placed on nervous control, poise and the ability to concentrate his characteristics which if properly directed will be of value in after life.

Reno Forward Bags Tie But Mates Falter

"Mob enthusiasm reached white heat last night when Glass, plucky El Reno, Okla., forward sank a free throw after the final gun had sounded which tied the score and gave his team a fighting chance to beat Northwestern High of Detroit. Although the game finally closed with the score 27-23 against the westerners, who had been fighting a losing battle all through the game, she managed to forge ahead during the final quarter by dint of sheer nerve. Then seconds before the close, the score stood 21-20 in favor of Northwestern. Suddenly in the midst of a melee under the Detroit basket, the referee called a foul on Demps of that team. As Glass, the man fouled upon, stood at the mark to toss his free throw, the finish gun went off.

Glass was allowed to try his gratis shot before the game would be officially over. But things looked bad for El Reno. Her men had been missing free tosses rather consistently all evening, and the possibility of registering upon this with the tension as great as it was, and so much depending upon it seemed thin.

The crowd was for the trier, to the man. As his slight figure was seen to tense and prepare on the foul line, a hush spread over the crowd. A sharp short movement, and the ball rose in the air, described a slow, maddening arc, and dropped cleanly through the hoop.

The house went mad. Amid an ear-splitting din the teammates of the triumphant lad seized him and, half crazed with joy, slapped him, kissed him, and acted completely foolish in their ecstasy as he stood dumbfounded by his success. He had come through. El Reno had her chance.

It was too much. Northeastern's better basketball asserted itself, and a foul by an El Reno man netting the Detroiters two more points cinched things. When the gun sounded, the score stood 27-23, Northeastern.

But the memory of the player who came through when he was needed in a crisis will nevertheless be the high light of this nationwide tourney."

Sprinting

(Continued from page 7)

...hands. This throw should be made with enough drive to force the assistant backward. The runner should keep his legs moving as he would to keep from falling on his face if no one were supporting his weight. This stunt should be practiced until the athlete can drive the other back and then he should lay out a course on the grass, put up a finish line about four feet above the ground and then practice the throw without opposition. This should be done slowly at first and then later with more speed. The legs should be kept going hard all the time when the throw is made, otherwise the runner will fall. Further, he should keep his head up as this will also be of value in preventing a fall. The sprinter should remember that he is to throw his upper body and chest at the tape and not to jump at it. It is well to have a tape placed at the finish line for use in
the daily short sprint work as much practice is required to get the timing of the throw just right. However, it will pay the coach to devote considerable time to this matter because it has been my experience that with two men running on even terms three or four feet from the finish, the man using the throw will win.

The following methods have proven of value in teaching sprinters to finish a race with a burst of speed. The coach should mark off a course about fifty yards long on the track. The athlete should then be asked to run for thirty yards at three-quarter speed and to run the last twenty yards at full speed. This same method may be employed in practicing at longer distances than at fifty yards. In any event, the sprinter should run at three-quarter speed until about thirty yards from the finish line and the the runner should make every effort to get higher on his toes and to put more snap into his arm action, especially for the last ten yards. It is sometimes advisable for two hundred and twenty yard sprinters to run the first one hundred and twenty yards at three-quarters speed and then to run the last hundred at full speed, putting especial emphasis on the last thirty yards.

For indoor running where flat shoes are used and starting blocks are not provided, a word may be added in the way of a suggestion relative to starting. In this case the feet should be placed closer together than when the start is on an outdoor track, and a little more weight should be placed on the forward foot and some of the weight taken off the hands. The back foot should be moved closer to the front foot so that the sole of the shoe will be more apt to hold to the floor. The starter should be sure that his front foot is set firmly on the floor and that he can feel his weight on this foot.

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A. A. STAGG, Univ. of Chicago, Ill.: I have only skimmed over it now, but believe that it would be a very interesting and instructive piece of reading. I hope soon to be able to really read the book.

ROBT. W. EDGREN, Los Angeles, Calif.: I wish I'd had that book many years ago when I was a boy evolving "styles" in hammer throwing and shot putting and a lot of other athletic feats without coaching and without much of an idea of the way these things are done by those who know how. The book is a useful book to any athletic boy, or any boy who isn't athletic and would like to be. I enjoyed it, although somewhat of a veteran in sports.

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CHICAGO

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With the closing of the schools and colleges in June the scholastic and collegiate athletic year comes to an end. Aside from the fact that an impetus may have been given to sports because this is the Olympic year, athletics in the schools and colleges have been conducted on a bigger scale than ever before and further they have been immeasurably improved.

There never was a time, over an equal period, in the history of the United States when so many persons participated in physical education activities as in the last nine months. In many of our schools, practically all of the able-bodied students have been participants in athletics or sports or in required work and in our best universities a large percentage of the students are being benefitted by the physical education program. Further, there are signs that educators seeing the need of physical education for all, are making the work compulsory for the entire student body for one, two, three and in some cases four years. A great deal remains yet to be done along this line since the students who need the work most are the ones that are enrolled last under the voluntary participation plan.

There can be no question but that our athletics in the year that is just coming to a close have been conducted on a higher plane than ever before. This is chiefly because the coaches and directors have not only adopted a splendid code of sportsmanship for themselves, but further have taken it upon themselves to present to the youth of the land higher ideals of sport and conduct on the playing fields.

There is no evidence available which would tend to show that there is a lowering of the standards of amateurism. Practically all of the amateur sports governing bodies are standing for the amateur principle in school and college athletics. While there may be, and there always will be differences of opinion as to where the line should be drawn between amateur athletics and professional athletics, our school and college authorities are practically unanimous in their belief that the great objectives of physical education in the educational institutions of America would be lost sight of, if school and college athletics were professionalized.

As regards the matter of recruiting athletic material, it is commonly charged that this school or that college has subsidized its players. However, there is every reason to believe that the increased popularity of athletics and the greater incentive for winning which naturally accompanies the growth of sports has not brought with it a wholesale recruiting of athletes in an illegitimate manner. Several of the large eastern universities at-
tacked this problem in a forcible manner some two years ago and it is reported that their efforts to eliminate the paid athlete from the teams has met with success. In the Western Conference a survey was conducted this last year for the purpose of determining to what extent athletes were being induced to enter the universities by promises of financial assistance, and the results of the survey indicate that no longer is this an insurmountable problem for the colleges of that Conference. It is true that in some quarters it is still possible for an athlete to sell his services to some organization or another in an educational institution of higher learning, but a great deal of progress has been made through the year in reducing this practice to a minimum.

A few years ago it was possible for a boy to play on a school or college team even though he might be doing unsatisfactory work in his classes. From the information received, it may be stated without fear of controversy that the athletes for the most part in the schools and colleges throughout the country this

The Culver Field House

On April 21, at Culver Military Academy, was dedicated one of the finest field houses and recreation buildings ever erected in this country. The above picture shows only one of the areas in this remarkable building. The interior of "Recreation Hall" covers an expanse of approximately 50,000 square feet. The section at the left has a clay floor, with a baseball diamond, vaulting and jumping pits, a 50 yard cinder track, and a one-fifteenth mile running track. The floored portion at the right shown in the picture above provides four roomy basketball courts and space for other indoor games. Quarters are also provided for the boxing academy, a balcony is fitted with rowing machines, fencing courts, and mats for wrestlers. Handball courts occupy a part of the first floor. Galleries for spectators give a view of the games on any part of the floor in either section. The basement contains an indoor range with forty targets and smaller ranges for service rifle and pistol firing.
last year were not permitted to participate as competitors on the institutional teams unless they were satisfactorily carrying their academic work.

Further, indications of progress may be noted in the growth of a professional spirit among the coaches of the Nation. While formerly competing coaches viewed each other as hostile enemies, today there is manifest a growing spirit of friendliness on the part of coaches in the different sports. This has partly been brought about through the frequent meetings, at associations, conventions and athletic gatherings. When a large number of coaches come together at the Pennsylvania Relays, the National Collegiate Athletic Association Track and Field Meet, the National Basketball Tournament in Chicago, the Drake Relays or other meetings of similar character, they come to know and understand each other. The development of a spirit of good will on the part of the coaches is one of the outstanding advancements of the year.

The National Collegiate Athletic Association Convention in Atlanta was the occasion for bringing together members of nearly two hundred of the leading colleges of America for the purpose of discussing national problems in athletics. This association is democratic in that it represents all sections of the United States, and further since the representative of the small college has the same privilege as the representative of a great university. The Journal has already spoken of the annual meeting of

The Nebraska Memorial Stadium

The Nebraska stadium where the famous University of Nebraska football teams will play their games in the future, is not only large and commodious but from an architectural standpoint is peculiarly striking. In the Middle West in the last two years some of the outstanding new stadia that have been erected are the ones at Ohio State University, the University of Illinois, the University of Indiana, the University of Minnesota, the University of Iowa, the University of Kansas and the University of Nebraska, while most of the other universities in the Missouri Valley Conference and the Western Conference have enlarged their stands to provide seating room for the large numbers of spectators who flock to the games each fall.
the National Federation of State High School Athletic Associations. This Federation now embraces the state associations from nineteen states and exerts an influence of immeasurable value to the schools of the land.

At the close of the World War

broad training that would equip them for their work. The success of athletics and physical education depends upon having for leaders, men who are thoroughly prepared to handle the important tasks allotted to them.

One of the outstanding features

When the Pennsylvania Relays Are Held

Among the many wonderful stadia which have been erected within the past few years, the University of Pennsylvania stadium is one of the best. Pennsylvania is one of the old universities in athletics and has always been a leader in football and track. On the stadium shown above the Pennsylvania relays were held this year, and will be held for a long time yet to come. These games under the direction of George Orton and the other men in the Athletic Department at Pennsylvania are eclipsed at the present time only by the Olympic games.

when it was repeatedly brought to the attention of the public that a surprisingly large number of the men of military age of this country were physically defective, it was suggested that this condition could not well be corrected until more men and women were prepared to serve as physical educators. The last year has noted a growth in popularity as well as an increase in the number of normal schools of physical education and coaching schools. In these schools today men and women are being trained to conduct the work in physical education in an efficient manner. It may be noted that formerly not many men who entered the field of athletic coaching had had the

of the closing year has been the erection of hundreds of school and college gymnasia and stadia. Some of the large eastern universities for a number of years had large and commodious stadia which were erected for the convenience and comfort of those who enjoyed the great athletic games as played by the young men of the day. At the present time practically every university and college in the country has either built new stands or increased the capacity of the old fields. In fact, the building program has increased to such an extent that a great many people who fail to appreciate the splendid influence of our amateur athletics, are concerned over this
sudden manifestation of the growth in popularity of our national games.

The football season, aside from the fact that the games were attended by more persons than heretofore, was significant in a number of ways. In the first place it was doubtful if much or any difference existed in the playing ability of the best teams in the far West, the middle west, the East or the South. Football today is a truly national game. Further there was very little difference in the style of playing of the teams of the different sections of the country. The modern game places a greater premium on individual initiative than did the old game, consequently coaches apparently spend more time than formerly in teaching their men to appreciate the underlying principles of football and they have permitted these men more or less latitude in shifting to meet the exigencies of the occasion as they arise on the gridiron. With better trained coaches in the schools and colleges, not only was there a noticeable improvement in the manner in which the fundamentals of the game were executed by the college and high school boys, but further the players were better trained and handled than were the boys who played football a few years ago.

The popularity of football was indicated by the increased attendance on the part of spectators at the games this past fall, but the growth of basketball could be noted not only by the size of the crowds that attended the games but likewise in that unquestionably more teams played competitive basketball in 1924 than in any other year since Dr. Naismith originated the game. It was not only in some of the great college games that 10,000 or more people attended single games, but in some of the high school games as well, the attendance figures ran over the 10,000 mark. In some of the State High School Athletic Association competitions as high as 600 teams competed in
the individual state tournaments. As an intramural sport basketball was seen at its best this last year. It is impossible to compute how many school and college teams played basketball in 1924. A conservative estimate might be 500 college varsity teams and possibly 10,000 high school teams.

For every varsity team there were scores of intramural and class teams. In the Western Conference it is safe to say that there were 1,000 basketball teams, counting both the men and the women engaged in this sport during the past winter. Undoubtedly more schools and colleges maintain competitive basketball teams than teams in any of the other sports. Basketball playing is rapidly becoming systematized. On offense there are apparently two distinct ideas of attack. The one idea is to start the play before the defense can get set, and

Harrold Grange, University of Illinois

One of the most brilliant players in football last fall was Harrold Grange of the University of Illinois. Although playing his first year of college football, Grange was a brilliant performer. He could pass, kick or run with the ball but was especially dangerous on his sweeping end runs. However, the defense was always well aware that Grange could cut inside of the tackle or go down the field and receive forward passes if need be.

Jack Houser, Colorado Agricultural College

The captain of the Colorado Aggie football team this fall will be Jack Houser who has been one of the outstanding fullbacks in the Rocky Mountain Conference for the past two years. His ability in backing up the line and meeting various formations has stamped him as one of the leading men in the Rocky Mountain district. On the offensive he can kick, is known as an accurate forward passer, and his low plunging drive off tackle marked him as a triple threat man par excellence.
in the other the defense is more or less ignored and the ball is advanced down the floor by means of a short passing system. On defense the majority of the teams have used the five man defense plan with its many different variations.

Franklin College, Franklin, Indiana, has had an unusual basketball record. This college has less than 400 students. The team was acted as captain of the basketball team most of the season when Captain Birks was not in the game.

Kipke has frequently been described as the most accurate punter football has ever known. In three seasons in which he did practically all of Michigan's punting, the All-American halfback has had not more than a dozen punts caught by the opposing safety man. His uncanny ability to place the ball out of the reach of the opposing quarter back or to roll it out of bounds on the five yard line was the greatest factor in Michigan's undefeated football teams in 1922 and 1923.

Kipke was one of the greatest pass receivers of the past season and in 1922 was the leading open field runner. Unlike many spectacular players, Kipke's ability as a blocker and tackler was fully as great as his ability as a runner. He was an all around football player who had few equals.

He is the most popular man on the University of Michigan campus because he has given so unselfishly of himself not only in the athletic field but in all campus activities. He has maintained an average in his studies of a slightly less than B grade.

Next year Kipke will go to the University of Missouri as assistant football and basketball coach and head baseball coach.

Harry Kipke, University of Michigan

Kipke is the only man to win nine varsity letters at Michigan since the adoption of the three year playing rule. He has played three seasons each at halfback on the football team, at forward and guard on the basketball team and in center field on the baseball team. While these sports have taken up all the time Kipke could give to varsity athletics, he is also, however, an excellent swimmer and boxer, and plays tennis and golf with the best.

He was placed on Walter Camp's first All-American football team in 1922, was almost universal selection for All-Western and All-Conference guard in basketball and is regarded as one of the leading outfielders in Conference baseball. He was captain of the football team and coached by Ernest Wagner. In the last two years they have been matched with the best teams of the Middle West and yet have been defeated but once. Wagner's team uses the short pass system, the four man offense and the five man defense. More stress is laid on superiority in floor work and team play than on the development of individual stars. Long goal shooting is seldom used by this team. The pivot, dribble and the short pass are used extensively in working the ball down near the basket for open shots.

Track and field athletics have never been popular with the public as judged by the attendance at the meets throughout the country, especially as viewed in comparison with the popularity of other sports. This year, however, it has already been demonstrated that interest in track and field athletics is increasing. The vari-
ous big meets in the winter attracted more attention than ever before, and attendance records have been broken this spring at the Pennsylvania relays, the Drake relays and the other various relay meets as well as at the different interscholastic meets, noticeably at the Illinois interscholastics. This is to be explained not only because this is an Olympic year when there is more interest in track and field athletics, but further because more attention is being paid athletics of all kinds than ever before and then too because coaches have learned that it is not necessary to prolong a meet over three or four hours when it should be run off in two hours or two and one-half hours.

The big meets are significant in that they bring together great

Douglas Wycoff of Georgia Tech

Another sophomore who has made a great name for himself in his first year of playing on a university team was Douglas Wycoff of Georgia Tech University. Charles Shoney of the Sports Department of the Atlanta Georgian-American has called attention to the fact that Wycoff played throughout the nine games on his team's schedule last fall and was never injured or taken out. This is all the more remarkable when it is known that he did all the kicking, all the passing, carried the ball over half the time and backed up the line on defense. Mr. Shoney rates Wycoff as the greatest football player in the south last fall. He characterizes this 196 pound full-back as a natural player and says that he plays football much as Bob Jones plays golf—namely, by intuition rather than by studied effort.

George Spradling, Purdue University

George Spradling, Purdue sophomore, bids fair to be one of the greatest athletes that the Boilermaker institution has ever produced. In the past year, his first in Conference competition, he has won three letters in major sports—football, basketball, and track. He was one of the flashiest backs on the Purdue grid team, was high score man in Big Ten basketball, and is running the half mile in state record time, in a Boilermaker track suit.

The work of Spradling was one of the features of a typical Boilermaker football year. He was fast and shifty in the backfield and was used to get down under Wellman's passes. He carried the ball across against the Maroons in the first half at Chicago, giving Purdue fans the thrill of leading Chicago 6-0 at this period of the game. One Conference sports writer placed Spradling on his All-Conference sophomore team. He is medium sized, about six feet tall, and weighs 170, but is well built and rugged.
numbers of boys for competition at the same time and at the same place. The competitors at the Pennsylvania relays could be counted by the thousands, and at the Drake Relays something like 1,500 men met in the various competitions. The student who is interested in the socializing influence of athletics can find here much material for study.

The schools and colleges have, in the past, contributed something like 90 percent of the men who have won points for America in the Olympic Games in the track and field events that are to be found on the school and college program, and this year again, no doubt, a great majority of the men who will wear the shield in the games in Paris will be men who are trained by the school and college track coaches. World records in the hundred

Robert Vandiver, Franklin College

Mr. Fred Young, one of the best basketball officials in America and sports writer on the Bloomington, Illinois, Pantagraph, characterizes Vandiver as possibly the best basketball player in America and suggests that he can do all that any other player can do and do it just a little better. Vandiver is strong both on offense and defense. He may be characterized as a fast, cunning, and deceptive player who never sacrifices team work for individualism.

George Haggarty, University of Michigan

Haggarty the captain elect of the Michigan basketball team has played forward for two years and this year was third high point scorer in the Conference. In 12 Conference games he scored 46 field goals and 23 fouls.

Haggarty is a good shot at both long and short range. He has wonderful endurance and can go at top speed for a full game. His ability to dribble and shoot while going at top speed makes it almost impossible to guard him effectively. His "getaway" is so fast when he gets the ball that he appears to be in full speed in his first stride and when he "breaks," only the fastest guard can catch him.

The same speed that makes Haggarty so much feared in basketball makes him an excellent third baseman on the baseball team and one of the most feared men in the Conference when on the bases. At the bat he is especially effective at bunting. His speed and quick "getaway" have enabled him to turn many sacrifices into hits.

In high school Haggarty was Interscholastic champion low hurdler.
yard dash, the 220-yard dash, the 440-yard run around one turn, the 440-yard run straightaway, the 880-yard run, the one mile run, the 120-yard high hurdles, the 220-yard low hurdles, the 440-yard hurdles, the 16 pound shot put, the running high jump, the running broad jump, the quarter-mile relay, the half-mile relay, the one-mile relay, the two-mile relay and the four-mile relay, have been made by college athletes.

The meets so far held this year indicate that the class of the college men in the sprints and middle distances, the hurdles, the broad jump, the pole vault, the shot put, hammer and discus, is up to the standard that has been set by the college men in the past. Charley Paddock, while no longer an undergraduate, demonstrated

George Spradling, Purdue University

Spradling was high score man in the Western Conference this last season. He caged fifty field goals and 28 field throws for a total of 128 points. Spradling played a consistent game throughout the season. He is a hard, rugged player and works in under the basket for most of his shots. He makes most of his shots with both hands and does not specialize in one-handed shots.

Jack Taylor

This shows Jack Taylor's position at the back of the ring and his method of gripping the discus. Only the first joint of his fingers overlap on the edge of the discus. He has a large hand which covers the entire implement and he uses his left hand to help support the discus.
at the Drake Relays that he is the same brilliant sprinter that he was in 1921. He ran the 125-yard dash in the world's record time of 12 seconds and later in the afternoon on a track that was somewhat cut up by the men who had run in the previous events, ran a hundred in nine and four-fifths seconds. Ayers and Evans of Illinois have both run the hundred yard dash this spring in nine and four-fifths seconds. Both of these boys are consistent sprinters. Ayres strained a tendon early in the spring but seems to have regained his old speed and form. Wittman of Michigan is apparently out of the running with a pulled tendon. Clark of Johns Hopkins, the winner of the hundred yard dash in the National Collegiate Athletic Association in the meet last spring should make the team. Fessen- den of Illinois has been indisposed all winter but seems to be rounding into shape for the quarter mile. Enck and Helfrich should both make a place on the American Olympic team, and Dodge now running with the Oregon Agricultural College seems sure to qualify in either the 800 meters or 1,500 meters run. Hubbard of Michigan is undoubtedly the best broad jumper in America today and Hartranft of Leland Stanford has been putting the shot very close to Ralph Rose's record. Brownell of Illinois, after vaulting 13 feet 1 inch indoors, dislocated his shoulder in a friendly scuffle with another athlete, and since that time has had difficulty in clearing 12 feet 6 inches. Brookins of Iowa, the holder of the world's record in the low hurdles is just

(Continued on page 16)
"CONSTRUCTION OR DESTRUCTION"

Some men are known by the things they are for, others by the things they are against; some men create, others destroy; some have the ability to achieve, to build, and they accomplish very much that is worth while. Naturally, they make mistakes which probably they recognize as well as others. For instance, the men who laid out the cities in the West in an early day made mistakes for which they were condemned by the men of the next generation. These latter, of course, probably would not have done any better themselves had they been the pioneers. The second guessers in athletics are numerous—they can tell you what plays the quarter back should have used after the game has been played. As K. K. Rockne remarked in an address recently, these second guessers are like the men who could play Wednesday's stock market on Thursday.

The athletic coaches and directors have established athletics and physical education in the schools and colleges of the United States. They have made mistakes, but their work has been constructive and, on the whole, good. Their product is improving both as regards output and quality. As we look back over the last quarter of a century it may be pertinent to note the things that have been accomplished under the administration of the athletic leaders in our educational institutions. These achievements are as follows:

They have labored to provide physical education programs that would insure the benefits of physical education to all of the students in the schools and colleges. They were confronted with the task of selling physical education to the students and the public. They have not succeeded in enrolling every boy and girl in America in physical education classes, but they have each year made progress.

These men have earned the money, for the most part, which has been used to provide for the play activities of the general student body. This money has been contributed by the spectators who paid admissions to witness the competitions between teams or by benefactors who were first interested in the team games and later became convinced that the entire student personnel should be given the opportunity of physical education.

These leaders have been largely responsible for the development of the teams composed of the most proficient men in school and college circles. The athletes on these teams have set the standard for the less proficient. They have served as an ideal and stimulated interest in the minds of the students who were not disposed to play the games or minister to their own physical needs. The games played between the competitive teams have acted as a wholesome
tonic for the spectators, who have been benefited by watching young America at play.

These men have, through the medium of the games and contests, taught the lessons of loyalty and unselfishness and respect for the rules both to the players and to those who have witnessed the contests. They have improved human nature as they found it in the lives of their boys by developing or repressing as the need was such natural instincts and tendencies as modesty, the fighting spirit, persistence and cooperation.

The coaches of the country have through the years helped to create a more virile, patriotic and loyal citizenship.

On the other hand, and opposing the constructive work that has been done by the athletic men of the nation, are those who would develop mass athletics and formal gymnastics by abolishing competitive athletics. It is surprising how many intelligent men there are who believe that if interscholastic and intercollegiate football were legislated out of existence intramural athletics would thereby flourish.

These men would curb competition, do away with all championships and place a premium on mediocrity instead of superiority. They would not have trained coaches in charge of the teams because these men develop their charges to a higher degree of perfection than would be possible without their services. These moderns, who are fearful of success in athletics would, if consistent, subscribe to the philosophy of the communists, who would elevate the masses by attacking the classes. The successful business man of today does not attempt to sell his goods by denouncing his competitor or by belittling his competitor's product.

The men who most loudly voice their alarm concerning the development of athletics for the most part are men who have not been highly successful in athletics or physical education or they are theorists who have had little or no experience in establishing departments of physical education. The ranks of the I. W. W. are not filled with successful business men. The man who has given his life to the study of medicine is better qualified to discuss the problems of medicine than the man whose training and interests have been along other lines. The man who has made a success of his own business is better qualified to serve as Secretary of the Treasury than the man who has never made a success of his own business affairs, and the man who has given the best years of his life to the study of matters pertaining to physical education and who has provided physical education for thousands doubtless may be trusted to think clearly and honestly and to act honorably in relation to the things that have to do with his chosen profession.

When the Athletic Journal was founded four years ago its editor pledged himself, among other things, to be constructive and not destructive in his efforts to help in the upbuilding of physical education. He has had no reason to believe since that time that more good could be accomplished by tearing down than by building up. The ranks of those who stand by the side of the road and jeer at the men who are carrying the banners of a good cause forward are crowded. Next year the athletic coaches will continue to carry on the work that they are now doing committed to the task of teaching better sportsmanship and making upstanding Americans.
The Year in Athletics
(Continued from page 13)

as good this year as ever. Brookins is a very consistent performer in the sprints, hurdles or 440 yard run. Snyder of Ohio State, the winner of the high hurdles at the Penn. Relays and Kinsey and Johnson of Illinois are the best

high hurdlers in the middle west.

Frank B. Bridges, Director of Athletics at Baylor University has this year brought out a freshman discus thrower in the person of Jack Taylor. Taylor has already thrown the discus 150 feet and two inches and his throws for distance consistently measure over 140 ft. Mr. Bridges has upon request, furnished the pictures of Taylor showing his progress across the ring.

The Second Step

The above picture was taken from the front of the ring. It shows the second step. The right leg has been crossed over in front and to the left and the pivot has been executed on the balls of both feet. Mr. Bridges suggests that Taylor should be further advanced in the ring than he is and that the camera caught the discus when it was held at an unusual angle. He further adds that Taylor, like all beginners, had to correct the fault of letting the discus get ahead of the body.

Beginning the Reverse

This shows Taylor just before he has executed the reverse. The form is very good. Note how straight the right arm is held and the position of the discus in the thrower's hand. He has kept his feet close to the ground and his body is well ahead of the discus. This means that he will be enabled to exert a full pull upon it.

The Finish of the Reverse

Note that Taylor's right foot is at the very edge of the ring and that he has a perfect follow through. Further it is evident that he has good body control and balance.

The number of good discus throwers in the United States is increasing. This is one event that the Americans should win in Paris.
Larry Snyder, Ohio State University

Larry Snyder, Ohio State's track captain, and one of the outstanding college hurdlers of the year, is an example of the work being done with disabled world war veterans.

Never blessed with the speed of Brookins or Desch, Snyder has achieved through faithful training what nature denied to him in other ways. A year ago he was marked down as a good hurdler, but not one of the first dozen of the country. Today his name is on the lips of track followers everywhere.

Snyder came back to Ohio State after the war suffering from a knee injury sustained in one of the training camps. Although he had been a good athlete in his high school days his athletic skill seemed doomed. Careful grooming on the part of Dr. F. R. Castleman, Buckeye track coach, and devotion to a strict training regimen on Snyder's part, have brought Snyder to the forefront of contemporary hurdlers.

Rather peculiarly, Snyder is a right-footed hurdler, a style that is awkward for most timber-toppers. Despite this fact, Snyder is noted for perfection of form in clearing the hurdles. To emphasize that fact, he is better at the high sticks than in the lows. The contrary situation is true of most hurdlers. Even in taking the low hurdles around a curve, however, Snyder's right-footed style doesn't seem to hinder him.

The Ohio captain's skill is not confined to hurdling, however. He does close to 6 feet in the high jump and better than 22 feet in the broad jump. He has enough speed to negotiate the quarter mile within reaching distance of 50 seconds. He also can do his bit with the discus in case of necessity. He also is above ordinary in the hop, step and jump.

His outstanding feats of the year have been his winning first place in the pentathlon in the Ohio Relays in April over some of the best all-round athletes of the Big Ten. A week later he won the 120-yard high hurdles open event at the Penn Relays over some of the best hurdlers of the country. In the recent Olympic sectional tryouts at Ann Arbor, he pushed Riley of Kansas to a new world's record for the 400-meter hurdles with a mark of 52 1/5 seconds, and was right on Riley's heels at the finish.

Snyder, with still another year of competition ahead of him, is married and is the father of a five-year old daughter. He also won his "O" in football last fall as a halfback. He is considered to have an excellent chance of winning a place on the American Olympic team.

The spring of 1924 in many parts of the country has been cold and unsuited to baseball. Consequently there has not been as much interest in this great National game throughout the U. S. as in other years. However, there is no danger that baseball will ever cease to be a major sport in the schools and colleges. Amateur baseball possibly should be encouraged more by the coaches as it offers a type of training that is not secured in any other sport, and further since it is a splendid intramural game. The unusual development of golf has perhaps attracted some who previously were devotees of baseball. The writer has no fear that baseball will cease to maintain its popularity however with the American people. The committee of the National Collegiate Athletic Association a year ago suggested a code of ethics which if adopted by baseball players and coaches...
in our schools and colleges, would go a long way toward improving the game.

**Jack Blott, University of Michigan**

Jack Blott, catcher and captain of the Michigan baseball team, won Michigan's first four conference games of the season almost single handed.

In the Ohio State game, played in Ann Arbor April 26th, Blott drove in the first run in the first inning with a clean single. The next trip to the plate he scored a home run and in the 11th inning drove out a double which enabled him to come home a little later with the run that won the game 6-5.

Two days later Blott broke up the Northwestern game when he led off in the second inning with a terrific single and started a rally that scored ten runs before it was checked. In this game Blott had the unusual distinction of scoring two hits and two runs in a single inning.

At Minnesota, May 5th, Blott drove in the first run with a single in the first inning. In the fourth he knocked a home run that scored two men in front of him and in the sixth he contributed a double that advanced a runner to third and enabled him to score a little later on a sacrifice. The final score was 6-2.

In the second Northwestern game at Chicago, May 10th, Michigan did not score until the 7th inning when Blott drove out a triple with a man on base. Again in the 9th when there was a man on base and the score two to one against Michigan, the big catcher tripled, driving in the tying run and he himself brought in the winning run when a fast one out by the Northwestern catcher.

**Douglas Wycoff of Georgia Tech**

Wycoff is not only a great football player but likewise played first base on the Tech "Nine." He throws and bats right handed and this season has a batting average of over five hundred. Wycoff is further a member of the track team and has put the shot over forty feet.

Q.—Just what is meant by hiding on the side lines? Many officials call the old shoe string play hiding, the player not leaving the field.

A.—The old shoe string play is legitimate if the player does not leave the field and the substitutes or spectators do not in any way assist in hiding him.
WHAT IS A LEGAL HIGH JUMP?

BY

JOHN L. GRIFFITH

There has been a great deal of discussion this spring over the question of what constitutes a legal high jump. Gustavus T. Kirby, Referee of the I. C. A. A. A. A. Track and Field Meet, recently sent out the following article regarding his interpretation of a legal high jump:

"Rule 50 of the I. C. A. A. A. A. handbook reads as to its essential part as follows:

“A fair jump is one where the competitor has cleared the bar and when in so doing his head does not go over the bar before his feet and is not below his buttocks as and when the buttocks clear the bar. Neither diving nor somersaulting over the bar shall be permitted. The bar is cleared when, after the jump is completed, the bar still rests on its page or pins."

At the time of Pryor and Conover, of Columbia, and Geyelin, of Pennsylvania, in the late 70's; Denniston, Soren and Atkinson, of

ILLUSTRATION 1.

In this picture the jumper is using the Sweeney style of jumping. It is probable that his right foot cleared the bar before his head but it is doubtful whether his left foot was over first.

Harvard and the great Page and Webster of Pennsylvania, in the 80's; of Fearing, Payne, Morse and Rice, of Harvard, and Leslie, Winsor and Baxter, of Pennsylvania, and Powell, of Cornell, in the 90's; most of whom had records of well over six feet, there was never any difficulty over the judging of a high jump, for it was always a jump and never a dive.

About this time some few ascertained that by a better control of their body whilst in the air, they could attain far greater height than where dependence was put more largely upon the speed of the run-up or the spring from the ground and that a quicker shifting whilst in the air of the center of gravity of the body would enable them to roll
over the bar without displacing it, and a very few were able to bring about such a mechanical perfection of the co-ordination of mind and muscle in their effort that they were able to get the body over the bar without having any part thereof higher than the width or depth of their body above the bar, a manifest great saving in foot pounds of energy exerted, and therefore in heights reached.

I take it that it can be stated as fundamental that everyone thinks of a common and ordinary jump as a going over some obstacle feet first and that everyone thinks of a common and ordinary dive as going over some obstacle or into the water, hands or head first. Probably the nearest approach to a plain common and garden jump where any great height was reached, was the effort of Alma Richards, of Cornell and the Olympic Team, who would merely rush at the bar, tuck his long legs up under his chin and soar over, his head and mighty torso several feet higher than the height he cleared. No one ever could question that such a performance was in every sense of the word a jump and not a dive, but all scientifically inclined would likewise agree that the effort put forth to raise his many pounds so far from the ground, was far greater than that of Mr. Horine or others of the roll-over type who flattened themselves out so that the entire body is probably no higher than was Mr. Richards’ lap when he soared over in his spectacular fashion.

When, therefore, one clears the bar feet first, it is always a jump and not a dive, but this does not mean that one cannot jump fairly in any other manner. If for example, Mr. Richards in making his jump had assumed a position in the air, still head and torso high, but bending forward from the perpendicular, all the rest of his body crossing the bar before his feet, it would have been a fair jump and certainly no one would have questioned it, no more than they would—if such a thing were possible—someone clearing the bar in a standing up posi-

(Continued on page 38)
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NOTRE DAME, IND.
The following notations regarding the changes in the 1921 football rules are presented herewith for the purpose of giving the coaches an opportunity of studying the rules this summer. It should be understood that these notes are not couched in the language which will be used in the rule book. The editor of the football rules book will write the rules as they will appear in their final form. These rules will as usual, be published by the American Sports Publishing Company and will be on sale in Sporting Goods houses early in September.—Editor's Note.

Allow the Captain to take out time 4 times in each half and after that exact a penalty of 5 yards instead of 2 yards as heretofore for each time that time is taken.

Eliminate the use of tees of any kind for the kick-off and all other kicks.

Hereafter all kick-offs shall be from the center of the field.

Referees must see that the players come to an appreciable stop after the shift has been made.

The try for goal after a touchdown may be made from any point back of 3 yards in front of the goal.

It is recommended that the time-keeper shoot off a pistol at the end of each quarter to inform the referee to blow his whistle, particularly to make it plain to the spectators when the game is ended.

Only the Referee may use a whistle.

When a penalty is called, the referee must state the alternate penalty.

Shoulder pads must be padded in addition to the regular texture of the jersey.

Rule No. 3, Section No. 3—Add the words “but they may not be unnecessarily sharp” so that the sentence now reads:

“Leather cleats upon the shoes shall be allowed but they may not be unnecessarily sharp.”

Rule No. 6, Section No. 9, second paragraph, insert the words, “or any part of whose body touches the ground” so that the paragraph reads:

“When a ball in the air from a kick or forward pass touches a player whose foot or any part of whose body touches the ground, on or outside the sideline or sideline extended, it is out of bounds.

Rule No. 12, Section No. 1, add sentence, “But any player going out of bounds is eligible to receive a forward pass” so that the Rule now reads:

“No player may be out of bounds at the time when the ball is put in play except the kicker and the holder of the ball in a place-kick but any player going out of bounds is eligible to receive a forward pass.”

Add a note to rule No. 14, Section No. 1 that the referee be given power to keep the watch running if the substitution of players becomes a nuisance.

Rule No. 16, Section No. 3, A penalty, add the note to the effect that it must be borne in mind that a defensive player running toward a forward pass has the right of way over any opponents who are ineligible to receive the pass and they must get out of the way otherwise they may interfere with his opportunity to get at the ball. The penalty for such interference is 15 yards from the spot of the preceding down.
Rule No. 17, Section No. 4—strike out the word, "Legally."

Rule No. 17, page No. 32, the first penalty and the second penalty at the top of the page may be declined, that is, if the defensive team recovers the ball in the air, the penalty may be declined, which means, the defensive team may elect to keep the ball.

Rule No. 18, Section No. 9, the penalty is now changed to 15 yards instead of 10 yards.

Rule No. 21, Section No. 7, at the end of the first sentence following the word "players," add the following words, "or any person connected with the team," so that the sentence reads:

"There shall be no unsportsmanlike conduct on the part of the players or any person connected with the team."

Rule No. 21, Section 8-A and B, regarding flying tackle and tackling below the knees, along with the penalty, should be cut out. This rule to go into effect in 1925.

Rule No. 22—Cut out from all penalties under this rule the words, "The point to be gained and the number of downs to remain unchanged."

Rule No. 22, Section No. 7—After the word "Line" in the first sentence, add the words "or behind the goal line," so that the first part of the Section No. 7 then reads:

"If a foul is committed within the 1-yard line or behind the goal line and the distance penalty if enforced would carry the ball across the goal line, one half the remaining distance to the goal line shall be given."

Question: Is it necessary for a runner finishing a race to finish in an erect position?

Answer: No. He may slide across the finish line if he wishes.
CHATS WITH COACHES

Editorial comment on athletics as expressed in the daily newspapers of the day presents an interesting study to the man who is interested in knowing the attitude of the public toward modern athletics.

The Augusta, Kans., Gazette emphasizes the character training value of the play activities and the need of abiding by the decisions of the officials. If a boy learns to play the game according to the rules of the play-ground and to accept the umpire's decisions without whining, the chances are that he will play the game in a similar manner in after life.

Sports and the Square Deal

(From Augusta, Kans. Gazette)

Athletic sports constitute one of the best methods for teaching young people that square dealing is desirable. Life is a game, and the laws of the state are the rules that govern the game. If you can convince a boy that it is desirable for him to adhere to the rules of baseball, and that he is disgraced if he fails to do so, then it ought not to be a difficult thing to show him that he should live up to the rules of business and community life.

Teachers and professors ought to have a close oversight over athletic sports, so that they would produce the results along this line of which they are capable.

From the earliest years when the youngsters play athletic games, it is the usual thing for their sports to break up in a row, because some one has cheated. They should be confirmed in the impression that such cheating is a mean thing, but that the best way to determine whether such cheating exists, is to leave all such questions to an umpire. Otherwise, all their sports will end in futile quarrels. If they are playing games without umpires, they should be shown that cheating is such a despicable thing that they would better yield a point rather than give the impression that they are playing in a yellow way.

If you can get that idea firmly planted in a boy's head, his attitude toward life will have changed. He already hates cheating and resents it when the victim of it. He will go on from that point of view to feel contempt for anyone who will not submit such disputes to a fairly constituted umpire.

He can be shown, on the basis of that principle, that he should feel contempt for the man who cheats in daily life, and who refuses to obey the rules of honesty and square dealing established for us by the umpires who are appointed to make our laws.

It is customary to blame the coach for the ills of athletics. The following editorial "College Athletics" taken from the Salt Lake City Tribune suggests that recruiting and other evil practices may be attributed to the coach because the latter knows that if he does not win he will be out of a job. In the first place, there is not nearly so much illegitimate recruiting being carried on in our schools and colleges as is commonly supposed and in the second place a great deal of the recruiting that is being done is without the knowledge or sanction of the coach. In the Western Conference the athletic directors have requested their alumni and friends not to offer inducements to promising high school athletes for the purpose of persuading them to attend their respective institutions.
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Galesburg, Illinois

College Athletics

"A great deal of the criticism of college athletics is no doubt the result of exaggeration, but there is no institution in the country, large or small, that can afford to disregard altogether what the wild waves are saying concerning professionalism and commercialism on the campus. Some bad charges have been made, particularly against the varsity football elevens, and if all college football is on a par with that held up for public inspection then it is not a proper activity to be associated with an educational institution of any sort. But those conditions cannot be representative, even for football.

Naturally, football should be the first point of infection, for it is by far the leading branch of intercollegiate competition. It requires money to maintain an eleven in any conference. There are two sources from which that money can be secured. First, a certain percentage—generally 75 to 80 per cent—comes from the registration fees paid by each student. Second, from the admissions paid by the outsiders to witness contests. In the average school the amount from the student fund is hardly enough to pay for equipment and traveling expenses for the football season alone, which is but one of the three major sports to be financed.

A crowd will not pay to see a poor team play, regardless of its determination, and it takes players to make a good team. Often a crowd will jam the bleachers to see a consistently losing team, but there is always something about that team that all losing teams do not possess. And a good team always draws out a much larger attendance than the average college can find seating space for. Football attendances in the last few years have increased remarkably."
If a school has a good coach and little for him to work with, provisions are generally made to supply him with material. If the school gets the football bug and has no coach it digs down in its pockets and hires the best one for the money. After a few successful seasons the lack of seating accommodations is keenly felt, and true college spirit is appealed to for funds with which to build a large grandstand. Soon that is outgrown, and then the stadium need is cried. The modern stadium costs as much as it did to start a whole university a few years ago.

It isn't that the colleges go out and buy or solicit players already known in the game. Strict rules prohibit that. But arrangements are generally made to have in each year's freshman class enough material to fill in the vacancies on the varsity squad. Few colleges

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are so strict that a good high school athlete cannot be adequately "fixed up." Scouting for new material is also a favorite pastime. Hundreds of instances have been cited to prove the existence of such practices, but so far no one has paid particular attention as to who is to blame. It appears as though the high-salaried coach is the prime instigator. Victories make the students and alumni ready to do anything for a coach. Defeats make them feel a change is necessary. Therein lies the answer to the actions of the coach. No coach likes to be out of a job."

The following story sent out by the Associated Press is of interest as the action taken by these universities marks an advance step in the matter of athletic administration. The attention of the man who says that our athletics are not improving should be called to this agreement and to others of a like nature which have been made among colleges in recent years:

FORBID SCOUT TRIPS BY COLLEGE COACHES

"Stanford University, Cal., May 19.—(Associated Press.) — Announcement of a new agreement between the University of California, the University of Southern California and Stanford University, governing the three institutions in their conduct toward prep school athletes, has been made by the graduate manager's office here.

"The agreement, which becomes effective at once, provides that the universities cannot lower their entrance requirements to obtain desirable athletes; that no member of an athletic team can solicit prep school athletes to attend his university, and that coaches cannot go on scouting trips. "Universities are limited in payments they can make athletes for work performed, the limit being 50 cents for any hour or $50 for any one month. This is expected, it was intimated, to abolish a number of 'jobs' now held."

The attention of Journal readers is called to the editorial "Commercial Aspects of Football" taken from the Des Moines, (Iowa) Capital. A great many people think that because in a few of the large universities football has paid a profit that necessarily the sport has become commercialized. That is, they do not believe there is any such thing as honest wealth. While it is true that in a few of the colleges the athletic year just closing will show a profit, in the vast majority of our schools and colleges the athletic program will be found to have been conducted at a loss. In this connection it might be suggested that in most of the colleges profits of the football season have been used to finance other sports and to make possible physical education activities for all of the students. In one of the middlewestern colleges the cost of physical education per girl in the University is $9. This money has been paid out of University funds, while the cost per boy as shown by the payments made from university funds is $3. Yet in this university no one would say that the boys had not received as good physical training as the girls. The answer is clear, namely that the chief cost of the boys' training has been borne by the athletic association.
years been alarmed in regard to
the future status of football.
They assert that this popular
game is in danger of becoming
the victim of commercialism.
Their evidence along this line is
reviewed by the Denver Uni-
versity Clarion as follows:

"Statistics show a considerable
variation in the size of gate re-
cceipts. At Syracuse profits of
approximately $40,000 were real-
ized last season. The receipts
over-topped every previous year's,
but expenditures were also
greater. The money from foot-
bball was used to run all other
sports.

"Football profits at Columbia
University last season were $17,-
000, as compared with $15,000 for
1920, $17,000 for 1921, and $18,-
000 for 1922. Although the ath-
etic association at Williams Col-
lege collected $84,444 in gate
receipts and $11,405 in guarantee,
the money taken in was almost
tirely eaten up by expenses.

"Dr. Charles W. Kennedy,
chairman of the Board of Athletic
Control at Princeton University,
classes as 'superficial' the state-
ment that college football has be-
come commercialized.

"These large football gate
receipts have come in an entirely
spontaneous way,' he says, 'be-
cause football is a game with a
thrilling interest to the spectator
beyond that of any other sport.
In the absence of stadia with
elastic walls in the so-called big
games, the problem of athletic
associations is not to attract spec-
tators but to repel them. It is
varsity football almost alone that
finances our whole modern sys-
tem of intercollegiate sport.'

"Walter Camp, foremost au-
thority on athletics, condemns the
existing system on the ground
that all the money taken in is expended for the benefit of a small percentage of the student body."

It would be extremely difficult to prove that football has been commercialized in the common sense of the word. A college or university that would undertake to conduct the game exclusively for profit would not get much support from spectators, or anybody else. Practically all the spectators who go to big intercollegiate football games realize that they are paying a comparatively high price, but they feel that the money which is spent in this way serves to advance the cause of higher education. The spectators themselves are directly benefited by stadium improvements.

College sports would not be very popular if they had to be conducted at a dead loss. This is especially true of state institutions which are supported by taxation. So far as such institutions are concerned, the taxpayers certainly would like to see all athletic pursuits self-supporting and they would not object if a profit could be shown.

Commercialism is not usually considered dangerous except in its relation to the athletes themselves. A college can make a profit from football without placing the curse of professionalism upon its players.

Harvey Woodruff, in the "Wake of the News," Chicago Tribune, sets forth in the following editorial a fine statement of the influence of sports. More and more people are accepting the idea that there are training possibilities in the play activities which are not to be found elsewhere in the educational scheme:

Influence of Sports

"Competition in athletics imposes self-restraint, recognition of fair play, and respect for law (or rules of the game) under a code more exacting than found in any other activity of the human family.

"No person can participate in football, baseball, tennis, golf, wrestling, or boxing without absorbing respect for the rights of others. Whatever his own inclinations, he must bridle acts of open unfairness or he and his team suffer penalties imposed by unbiased arbiters.

"In present days of disrespect for and disregard of the law, we think this an excellent foundation.

"The college athlete leaves the campus and goes into life more tolerant of his fellow man. Even in professional sports where any means to victory does not shock many devotees, rules of conduct are imposed whose violation means disqualification or forfeiture. No individual's own viciousness can upset the scheme of things without reaction upon himself.

"So, whether from fear of consequences or from a sense of sportsmanship, athletics give viewpoint and training not obtained elsewhere.

"While two young men of superior mental attainments are drawing columns of newspaper notoriety, we cannot help feeling that had they been more in college athletic life, with its self-effacement for the honor of their teams, they might not have nourished the distorted ego responsible for their present predicament.

"The 'Wake' often has felt that, while some educators were decrying prominence given to sports, there was, perhaps, equal danger of too much erudition and not enough good homely horse sense in our colleges."
Under the editorial caption "Athletics Insulted," the San Diego California Union draws an interesting comparison between the manner in which athletics are conducted and the way in which politics are administered these days. The JOURNAL has repeatedly called attention to the fact that the code of ethics that is observed by the athletes and that is insisted upon by all sports followers is a higher code than the one that we accept for our politicians and in too many cases for our business and professional men.

Athletics Insulted

"There seems to be a need for some new words in the vocabulary used to describe political 'fights' and 'races.' We now use terms derived from athletic contests. We say that one candidate 'beat' another; that one man 'ran ahead' of his opponent; this is wrong, and people who enjoy athletics have a right to be indignant over it. Politics and athletic rivalry are actually so far apart that it's an insult to athletics to borrow terms from its vocabulary in describing political events.

"When a man wins an athletic event, he wins it; when a candidate wins a political victory, it's all a mistake or a crime—according to the loser.

"Mr. Coolidge beat Mr. Johnson in North Dakota; immediately thereafter Mr. Johnson's friends began to assert that it wasn't a victory at all, but a wicked political trick. Coolidge conspired with LaFollette to split Mr. Johnson's vote, thereby 'doing him dirt.' It was all wrong—very wrong.

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“Mr. McAdoo beat Mr. Underwood in Georgia—winning by a 2 to 1 vote in Underwood’s home state. But at once Underwood’s friends asserted that the victory was just a hollow thing, after all, won by McAdoo’s intriguing with the Ku Klux Klan.

“After Mr. Dempsey had punched Senor Firpo into a state of coma, the fight was over. It was ended, finished, concluded, and became history. Senor Firpo did not arise and spend the next 11 rounds making faces at Mr. Dempsey; he shook Mr. Dempsey’s hand and left the ring.

“Of course there are athletic losers who specialize in ‘alibis,’ but they are the exceptions; and they are soon discredited and branded ‘poor sports.’ In politics it doesn’t seem to make any difference.”

The following is taken from a card printed by the Fairmount College Athletic Association. The Athletic Director and coach at Fairmount is Sam Hill, the former Illinois football and track man. These cards are distributed to the spectators at Fairmount games.

“When two colleges meet in athletics, there is a two-fold contest: one to determine which has the better team—the other to determine which has instilled into its players, students and spectator friends the higher qualities of sportsmanship, courtesy and fair play. It goes without saying that supremacy in the latter is far more important than supremacy in the former.

“We of Fairmount agree, without any reservation, with the rules committee in its statement of the Basketball Code: ‘You may meet players, and even coaches, who will tell you that it is all right to hold or otherwise violate the rules if you do not get caught. This is the code that
obtains among thieves. The crime in their code is getting caught. The basketball code is different. The player who intentionally violates a rule is guilty of unfair play and unsportsmanlike tactics, and whether or not he escapes being penalized, he brings discredit to the good name of the game which it is his duty as a player to uphold.

"Spectators as well are on trial during a game. So be courteous, fair, sportsmanlike. Remember that any mistake of yours reflects upon the team and college. The visiting team and the referee are our guests. Treat them as such."

The University of Chicago Daily Maroon recites an account of sportsmanship which was manifested in the recent National Basketball Tournament which is deserving of the widest mention. Instances such as this usually go unheralded not because they are rare but because it is human to recite accounts of unsportsmanlike conduct when they occur rather than to tell about the fine things in athletics.

**High School Sportsmanship**

"At the conclusion of the regular periods of the El Reno-Detroit Northwestern contest last night there appeared one of the most unusual exhibitions of sportsmanship that has been observed thus far in the entire tournament. As is related elsewhere on this page, El Reno was one point behind the Detroit men when the gun went off immediately following a foul against Glass, Oklahoma forward, leaving the issue of a tie or loss directly in his hands.

At this moment Molenda, Detroit forward, stepped up and wished him success in the try. The act was an open manifestation of the undercurrent of good

---

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sportsmanship that has marked the entire tourney.

There have, of course, been exceptions but considering that the competing teams travel from opposite ends of the nation to stake everything on a single game, it is surprising that teams have been able to accept defeat without open vexation.

Ten years ago it couldn't have been done. We are glad to see high school sportsmanship approaching a collegiate standard."

The editor of the Boise, Idaho, Statesman under a date line of May 1, gives a splendid answer to the educational bolshevists who would have athletics conducted according to the communistic doctrine. One of the great values of our games lies in the fact that we think it is all right in the game or race for the best man to win.

SAVING MEN FROM SUCCESS
(From Boise, Idaho, Statesman.)

Uplift is free in this age of the reformer—too free. Not only do we set out to save men from their appetites and their lusts; we must also save them, at the opposite extreme, from their inhibitions and hesitations. We want them to have courage, strength, individuality, not to push forward timidly.

Not only do we rescue them from failure and poverty and degradation; we try also to save them from success and riches and pride. It is getting difficult to understand how to live as a perfect citizen.

There is just now a movement starting in the colleges. Its first objective is the regeneration of the successful athlete. Arthur Howe, a former Yale football captain and head coach at New Haven, says in a magazine article that too great an emphasis has
been put upon athletics in colleges. The admiration and publicity given athletic heroes greatly impairs their usefulness after leaving school, he says. And he proposes to save them from the effects of their successes by cutting out the professional coaching and substituting instruction by members of the senior class, this along with other things.

Now if this sort of movement is necessary to chasten the successful athlete in college, is not some similar movement desirable for the salvation of the successful man in other lines? Is he not also weakened by adulation and made giddy by applause? Is he not as dangerous to himself and to society as any other reprobate?

Presently some branch of the reforming fraternity will tell you he is, pointing out the while that there was a lot of truth in that Biblical proverb to the effect that it is easier for a camel to go through the eye of a needle than for a man successful in acquiring this world's goods to attain a state of perfection.

Perhaps the reformers will be wise in this. Perhaps it is true that the exalted man of success in business is more harmful to the world than the toper and the second story man? Perhaps poverty, failure and animality are not the things most to be guarded against. And so, perhaps, the next big drive of the reformers should be against the sins of the successful, as in the colleges.

But it is probable when the trend has gone this far that it will go a step beyond and we shall suddenly see that the person of all persons most in need of salvation is the peddler of it, the social worker, the uplifter, the reformer himself. The man with a mania for making over his fellow-men nearer to his own heart's desire is in a deeper rut of suspicion and intolerance and has a more pernicious influence on civilization than a lot of those who are at present the victims of his "good intentions." — Saving Men From Success — from the Boise, Idaho, Statesman.

The following editorial taken from the Daily Iowan restates the charge that athletics are successful these days. It is not surprising that the alumnus in question was alarmed at the success of athletics. The socialistic philosophy that deprecates success is only too common today, but the surprising thing is that the man who was alarmed is a banker. Let this man apply his philosophy to the conduct of his own bank and if perchance his banking institution is prosperous and paying dividends and some other business in town is not prosperous then we may expect this banker to restrict his business so as to give the other man a chance. Here is where the men who attack athletics make a mistake. If, as this man is reported to have stated, there is passing interest in oratory, debate, music, literature and the classics then we may carry his philosophy through to the conclusion and assume that if all athletics were discontinued, the students would then become interested in oratory, debate, music, literature and the classics. This is the philosophy of the man who is jealous of the banker and his wealth and so spends his time denouncing the latter instead of doing something worth while for himself.

THE PLACE OF ATHLETICS

(From the Daily Iowan.)

At a recent sectional meeting of alumni of a Big Three university, a prominent Iowa banker declared that athletics were as-
suming such an important position in college life that they appeared as a menace to the institution itself. "It is a case of the tail wagging the dog," he asserted.

He cited the fact that institutions were paying football coaches more than they were paying their presidents, and offered convincing evidence in the case of Middle Western as well as Eastern institutions. He pleaded for putting athletics off the pedestal and putting into the fore as the motive for a college's existence, the actual study and work in studies.

He hailed the passing of interest in oratory, debate, music, literature and the classics as being by-products of an unhealthy growth of the athletics system of American colleges.

Such a challenge to what is generally accepted as a sound institution of American college and university life will undoubtedly startle many. However, regardless of the truth of his claims and assertions, there is no danger that any college or university will attempt to kill off athletics or to reduce their prominence in the institution.

The error into which this man has fallen is a common one. Athletics in themselves are most beneficial to an institution. The evils of the particular system of athletics might constitute a menace but never the underlying principle. Athletics for a selected few, proved only by the desire to win in competition, constitute a menace, but a program of athletics to include a large number is undoubtedly one of the most beneficial moves a college or university can make.

It is in the direction of more athletics and not fewer athletics, that colleges and universities will move. Intramural competition has already started an unprecedented growth.
tion body perfectly rigid but slanting forward from the perpendicular, thereby having every part of the body cross the bar before the feet. If it is that the feet go over first, there is no doubt about it. The question of whether or not a jump is fair is decided then and there though be it that after these feet get over all sorts of things happen which may make the jump look like a dive or otherwise cast doubt upon the fairness of the effort, always excepting, of course, the actual holding on of the bar by the contestant with hands or arm or shoulders, which event seldom if ever happens, though be it that it sometimes appears to happen by reason of the closeness of the body to the bar as it crosses it and comes down away from it, for it can be conceived that one could both touch the top of the bar in crossing it and the side of the bar in falling away from it and doing both so lightly as not to displace it; and in point of fact it quite frequently happens that one in coming away from the bar hits it so hard as to make it teeter back and forth on the pins holding it and still not displace the bar and which, while in some instances a case of good fortune, is in most merely an evidence of the closeness with which the jumper came away from the bar after his effort and not that he did not reach the height at which the bar was placed. In point of fact it seems to the writer that the main reason why in some instances when the bar is slightly touched by the jumper it comes off from the pins and in others where it is touched even more vigorously it does not come off from the pins, is because of the direction of the “English” put upon the bar by the jumper in touching the same. For example Richard Landon, that splendid jumper and sportsman, invariably knocks the bar off when he touches it, though be it that otherwise he has cleared the bar. This is because when he gets to great heights he comes away from the bar very close to it and slightly touches it in his downward course, giving it that “English” which rolls it off the pins. On the contrary, Osborne, whose jumping is being so much criticized, invariably gives the bar, when he touches it, the reverse “English” by the throwing up motion of his arm and which direction of rotation of the bar tends to keep it on the pins rather than to have it roll off therefrom. There are some who claim that Mr. Osborne actually holds the bar onto the pins with his arms or shoulder. The writer doubts if this is either so or possible, but has not had a sufficient opportunity to observe Mr. Osborne to speak with that definiteness of his own personal conclusion which might otherwise be the case. He admits that there may be, and probably are, instances where the jumper may get over the bar and still not to have reached the height of the bar, actually holding the bar onto or pushing it back upon the pins from which it otherwise would undoubtedly have fallen. Such is certainly not the “clearing” of the bar contemplated in the rules and is not to be considered as a jump.

If the feet do not cross the bar first, one must look closely to ascertain the position of the head. If the head is higher than the buttocks, as was always the case with Alma Richards, whose jumping we are using as a case to work from and to, why certainly the jump is fair: that is, it is a jump and not a dive. But if on the contrary you take Mr. Richards and turn him upside down, putting his head where his feet were, you certainly have the plainest kind of a dive. Right here I can see some smart Aleck drawing a picture of a theoretical
jumper going over the bar in a standing-on-his-head position, feet high in the air, but with his body so slanting from the perpendicular as to have the feet forward of the head, and saying, "Well, his feet are over first, now what about it?" The answer is, of course, that from all appearances it is a dive and not a jump and technically the jumper would be within the rule and could not be disqualified on the ground that he was diving and not jumping. But inasmuch as such a posture or any modified form thereof would not enable a man to jump or dive to any reasonable height unless he actually turned the forbidden somersault, such a suggestion is entirely theoretical, never could be practiced, and therefore is not worth consideration.

When, however, you apply the two tests referred to

A. Do the jumper's feet (not foot) precede the rest of his body and if so all is well and

B. If the jumper's feet do not precede the rest of his body, is his head at the time his buttocks crosses the bar, lower than such buttocks?

a rule is found that meets every practical condition permitting any reasonable height to be attained.

The nearest approach to any degree of doubt is where a man jumps doubled up like a jackknife, his head and his feet going over the bar practically at the same moment and both preceding and lower than his buttocks.

As soon as the jumper begins to straighten himself out and go over the bar so that he is practically both in a straight line as to his body and parallel to the bar, the difficulty comes either in getting both his feet over first, or if one or both feet lag, of keeping his head above his buttocks, for the buttocks being heavier and nearer the ground than his head, it naturally has a tendency to lag unless his feet are pushed forward to carry the lower part of the body over before the upper part thereof.

As in all things, when it comes to a posture that is close to the line some will say it is a dive and some that it is a jump; some will feel that the rule as set down is too technical, others that it is not technical enough; some that everything looks like a dive must be ruled off, and others that no matter how you get over it should count as a jump, but I believe that all will agree there must be some rule; that no rule can be absolutely correct, and that the present rule is as near correct as it is reasonably possible to make it, and that therefore it should stand, and standing it is really not as difficult to enforce as might seem to be the case, if it is always remembered, as has been said several times in this article:

1. Look at the feet—if they both get across the bar first forget all else—the jump is fair. If not—

2. Look at the head, and see if the head precedes the buttocks across the bar; if so—

3. Was the head lower than the buttocks when the buttocks crossed the bar? If so, then the effort was a dive and not a jump and is not to be counted as a jump.

Also remember that at different heights and ever at the same heights jumpers make their tries in different postures and that therefore all jumps of each contestant must be carefully watched.

GUSTAVUS T. KIRBY,
Referee."
STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of The Athletic Journal, published monthly, except July and August, at Chicago, Illinois, for April 1, 1924.

STATE OF ILLINOIS, ss.

COUNTY OF COOK,

Before me, a Notary Public in and for the State and county aforesaid, personally appeared John L. Griffith, who, having been duly sworn according to law, deposes and says that he is the Owner and Publisher of the Athletic Journal and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of stock.)
   John L. Griffith.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting; is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affidavit has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is. (This information is required from daily publications only.)
   John L. Griffith.

Sworn to and subscribed before me this 10th day of April, 1924.

(Seal) Joseph J. Schneider.
Notary Public, Cook Co., Ill.

My commission expires December 16, 1924.

Question: In a track meet should the courses be changed on the day of the meet so that the athletes may be permitted to run with the wind and should the take-offs for the field events likewise be changed so that the competitors may take advantage of the wind?

Answer: While there is nothing in the rules to prevent this, it is neither customary nor desirable. The rules do not specify that records will not stand if there is a slight breeze and it left entirely to the judgment of the Records' Committee to decide whether or not the wind is blowing hard enough to assist the athlete in such a way that he should not be given a record. The Rules Committee is at the present working on this problem and is conducting experiments with instruments which will show the velocity of the wind. There is a distinct need for standardization of conditions under which records may be made.

Question: In the April Journal the question was asked as to whether a javelin thrower who threw the javelin with his right hand would be permitted to steady the implement with his left hand after he had started his run and the reply was "Yes." Some referees this year have refused to allow this. What rules govern?

Answer: The rules of the N. C. A. A. hold that it is not a foul for the thrower to steady the javelin with his non-throwing hand. The Track Coaches' Association likewise have ruled that this is not a foul under the present rules. If the Olympic Committee does not permit this practice the American rules should be changed in the interests of standardization.
A Pocket Life-Guard

At last the combination swimming collar and life preserver, long sought after by swimming instructors and life-guards, has arrived!

The new Shur-Flote Swimming Collar, recently patented and now on the market, is specially remarkable in its adaptability to the needs of both children and adults. Sporting Goods Dealers and others throughout the country are predicting an assured national approval and demand for the Rawlings Shur-Flote.

Fitting comfortably around the neck, the Shur-Flote cannot slip off nor entangle the limbs. It leaves the arms entirely free, and, in this way, is invaluable as an aid to swimming novices. It consists of a separate rubber bladder, with a stem like a football bladder, which can be blown up in a few seconds. This bladder fits into a serviceable canvas cover. Deflated, the Shur-Flote folds up to fit pocket or handbag.

Safety for youngsters about the water is the Shur-Flote's great appeal—for this two-ounce swimming collar can be worn all day by the child without bother: port up to 250 pounds, and has a big drawing card in its adaptation to water sports.

Question: Under the N. C. A. A. Rules is it necessary for both of a high jumper's feet to cross the bar before his head crosses?

Answer: Both feet should be over before the head if the rule is enforced. It is seldom that a high jumper using either the Sweeney style or the California form gets both feet over before the head.
NOTABLE NEW BOOKS
Track and Field—T. E. Jones, Coach University of Wisconsin. 150 illustrations. $2.15.
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JOHN L. GRIFFITH, Editor

VOLUME V    SEPTEMBER, 1924    NUMBER 1

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Although a great deal has been written about the Eighth Olympiad, and recognizing full well that the minds of the coaches are now filled with thoughts of football, nevertheless it was believed that a record of the events in tabulated form would be of interest to Journal readers. With that in mind, the following article is presented. As indicated in the article, all of the first place winners and the great majority of the men who scored points were developed in the schools and colleges. Since the school and college coaches are developing the Olympic winners it is all the more necessary that they be conversant with Olympic matters.

The Olympic Games of 1924 on the Colombes Stadium, notwithstanding the adverse criticism of some, were the finest set of games ever contested in the history of the world. Forty-eight nations sent their choicest athletes, nine world’s records and five Olympic records were broken, and the sportsmanship shown on the Stadium was of a high order. America may well be proud of the men who represented her.

Looking at the games in retrospect there are certain things which doubtless from an American standpoint can be improved. First, there is the matter of the selection of the team. It is a mistake to send too many men to the final try-outs. It would be a fine thing when the team is chosen four years from now if the High School stars who have shown class in their state meets could be brought together in a National

Nurmi, the Wonderful Finnish runner, was the outstanding star of the Olympic games. His form is peculiarly his own. Note that he runs on his heels and carries himself erect.
High School Meet and the National Interscholastic Championships decided and the intercollegiate men thus chosen to compete in the final try-outs. The National Collegiate Athletic Association Track Meet offers an opportunity for deciding the individual college championships. The non-school and college athletes could be chosen in the sectional A. A. U. Meets. Then the winners of the High School, College and A. A. U. Meets could be brought together in a final meet and the winners would very naturally constitute the American Olympic Team. If such a plan were to be followed in choosing the next Olympic Team a great amount of interest would be created, everyone would have a fair chance to try for the team and the young athletes would plan far ahead for the contests.

The French committee is to be congratulated on the manner in which the games were conducted. True, the man who would look for mistakes could find them, but that is true of anything else.

LeGendre of Georgetown is here pictured breaking Gourdin's world's record in the broad jump. This record was made in the Pentathlon as LeGendre was not entered in the broad jump.

Some of the European peoples who have not been educated in sportsmanship made their lack of education apparent, but this is an argument for more games. It is by means of athletic contests that the valuable lessons of fair play and sportsmanship are learned.

It is significant that America won only one running event, the two hundred meters dash, but was highly successful in the hurdles and field events. The coaches should set about to correct this by emphasizing cross-country running and in attempting to create more interest in the distance runs on the track. The United States teams won two relays and ten individual events. Every man who won first
was developed in an American College or High School. Further, it is interesting to note that no one section of the country produced a majority of the winners. The ten individual winners and the school or college where they were developed are as follows:

200 meters—Scholz, Univ. of Missouri.
110 meter hurdles—Kinsey, Univ. of Illinois.
400 meter hurdles—Taylor, Grinnell College.
High Jump—Osborn, Univ. of Illinois.
Broad Jump—Hubbard, Univ. of Michigan.
Pole Vault—Barnes, Hollywood H. S., California.
Shot Put—Houser, Univ. of Southern California.
Hammer Throw—Tootel, Bowdoin College.
Discus Throw—Houser, Univ. of Southern California.
Decathlon—Osborn, Univ. of Illinois.

The results of the track and field events follows:

100 Meters

Won by Abrahams, Great Britain; Time 10-6/10 — Ties Olympic Record.
Olympic Record—10-6/10, Lippincott.
World's Record—10-4/10, Paddock.
1. Abrahams—Great Britain.
2. Scholz—United States (Univ. of Missouri).
4. Bowman—United States (Syracuse).
5. Paddock—United States (Univ. of So. Calif.).
6. Murchison—United States (McKinley H. S., St. Louis).

200 Meters

Won by J. Scholz, Univ. of Mo.; Time 21-3/5.
Olympic Record—21-3/5, Hahn.
World's Record—21-1/5, Paddock.

The above picture shows Osborn of Illinois winning the High Jump. It will be noted that his form was accepted by the Olympic officials.
1. J. Scholz—United States (Univ. of Missouri).
2. Paddock—United States (Univ. of So. Calif.).
3. Liddell—Great Britain.
4. Hill—United States (Univ. of Penn.).
5. Norton—United States (Yale).
6. Abrahams—Great Britain.

400 Meters
Won by Liddell, Great Britain; Time 47-3/5.
Former Olympic Record — 48-1/5, Reidpath.
Former World’s Record—48-1/5, Reidpath.

This shows the close race in the 100 meters between Abrahams of Great Britain and Jack Scholz of the University of Missouri.

1. Liddell—Great Britain.
2. Fitch—United States (Univ. of Illinois).
5. Taylor—United States (N. Y. A. C.).

800 Meters
Won by Lowe, Great Britain; Time 1.52-2/5.
Olympic Record — 1.51-9/10, Meredith.
World’s Record — 1.51-9/10, Meredith.
1. Lowe—Great Britain.
2. Martin—Switzerland.
5. Buiker—United States (Maine & Chicago).
6. Hahn—United States (Boston A. C.).

5000 Meters
Won by Nurmi, Finland; Time 14 min. 31-1/5 sec.
Olympic Record—14 min. 36-3/5, Kolemainen.
World’s Record—14 min. 28-1/5, Nurmi.
1. Nurmi—Finland.
2. Ritola—Finland.
3. Wide—Sweden.
5. Seppala—Finland.
The Olympic Games

3000 Meters Team Race
1. Nurmi—Finland.
2. Ritola—Finland.
3. MacDonald—Great Britain.
4. Johnson—Great Britain.
5. Tola—Finland.
7. Webber—Great Britain.

1. United States:
   Clarke—Johns Hopkins.
   Hussey—Stuyvesant High School, New York.
   Leconney—Lafayette.
   Murchison—McKinley High School, St. Louis.
2. Great Britain.
3. Holland.
5. France.
6. Switzerland.

1600 Meters Relay
Won by United States.
1. United States:
   Cochrane—Univ. of Mississippi.
   Helfrich—Penn. State.
   MacDonald—Univ. of Penn.
   Stephenson—
2. Sweden.
3. Great Britain.
4. Canada.
5. France.
6. Italy.

10,000 Meters
Won by W. Ritola, Finland;
Time 30 min. 23-1/5 sec.
Former Olympic Record—31 min. 20-8/10 sec., H. Kohlemainen.

10,000 Meters Cross-Country
Won by Nurmi; Time 32 min. 54-4/5 sec.
1. Finland.
2. United States.
3. France.

400 Meters Relay
Won by United States; Time 41 sec.
Former World’s Record—30 min. 35-2/5 sec., W. Ritola.
1. Ritola—Finland.
2. Wide—Sweden.
3. Berg—Finland
4. Sipila—Finland.

Marathon 42 Kilometers 195
Won by Stenroos, Finland;
Time 3 hours 41 min. 22-2/5 sec.
1. Stenroos—Finland.
2. Bertini—Italy.
4. Halonen—Finland.
5. Ferris—Great Britain.
6. Plaza Reyes—Chili.

3000 Meters Steeple Chase
Won by Ritola, Finland.
1. Ritola—Finland.
2. Katz—Finland.
5. Ebb—Finland.

110 Meters Hurdles
Won by Kinsey, United States (Univ. of Illinois); Time 15 sec.
Olympic Record—14-4/5 sec., Thomson.

World’s Record—14-4/5 sec., Thomson.
1. Kinsey—United States (Univ. of Illinois).
2. Atkinson—South Africa.
5. Anderson—United States (Univ. of Minn.).
6. Guthrie—United States (Ohio State)—third, but was disqualified for knocking over three hurdles.

400 Meters Hurdles
Won by Taylor, United States (Grinnell College); Time 52-3/5 sec.
Former Olympic Record 54 sec., Loomis at Antwerp.
Former World’s Record 54 sec., Loomis at Antwerp.
1. Taylor—United States (Grinnell College).
2. Vilere—Finland.
3. Riley—United States (Kansas State Agri. Col.).
Blockett—Great Britain (Knocked over 3 hurdles).
(Brookins, second, was disqualified).

(Continued on page 52)

Scholz and Paddock staged a great battle for first in the 200 meters but Scholz won. Liddell, the winner of the 400 meters, is third.
PHYSICAL CONDITION OF FOOTBALL TEAMS

BY

HARRY HILLMAN

Mr. Hillman was one of the Olympic Track Coaches this year. He was a member of the New York Athletic Club, 1899-1909. He won thirty-seven Olympic, national and international, metropolitan and military championships. He is Assistant Professor of the Department of Physical Education, Dartmouth, and has been Recreation Director and Track Coach since 1910. He is Secretary and Treasurer of the Association of College Track Coaches of America.—Editor's Note.

The public little realizes the importance of the physical condition of football teams, and what it means to get a team in shape and keep it there, especially for the important games.

The larger institutions usually have some experienced man, who is called the "Trainer," in charge of the conditioning of their teams. This man is generally one who has had considerable experience in handling athletes, and in most instances is a Track and Field Coach as well. Conditioning track and field athletes is rather a hard assignment, inasmuch as the material for the many events is varied. Large and small, strong and frail combine the general make-up of a track team. With this all-around experience in track, together with the all-year experience in other sports for a number of years, a man adapts himself for this work.

Of the many types of trainers, perhaps the largest group consists of those who have been through years of competition and the handling of athletes, together with a study of the subject; this experience is invaluable. Many medical men are in charge of the conditioning of teams, and physicians who have been through the mill of competition, together with the medical experience are valuable men to have around. Another group are those graduated from the "rubbing table"; many of whom through their long connection with athletics and their experimental methods have done very good work. Still another group is made up of the combined Football Coaches and Trainers, who attempt not only to coach, but to condition the teams as well, and to look after the injuries, taping, bandaging and the many other necessary things.

There are many Football Coaches, capable of looking after the physical condition of their charges, who do this added duty, but in so doing the coaching suffers. Because modern football not only takes all the time of the Head Coach, but of several assistants as well, the old time coaches endeavor to have some experienced man look after the many details of the training and conditioning of the team. The coach looks after the fundamental training of the game, the advanced program, the selection of players, instructing these men in the intricacies of the game, planning the offense and defense; he has supervision of the scouting
and the many other details connected with the coaching which keeps him well occupied; in addition to the burden of this work there is the mental and physical strain to which any coach is subjected.

The experienced coach will give the trainer the authority and responsibility of looking after the physical needs of the team. The trainer's duties (if properly invested with the above authority) will be to watch the condition of the players, regulate their food and sleep, and look after the general health of the individual members of the squad, always being in direct touch with a physician. He will watch the players for signs of fatigue and loss of weight; he will check up the sleeping quarters at home and on trips, and in consultation with the Coach arrange the trips so that they will be the least tiresome; he will properly tape and bandage the players, see that the equipment is suitable, help to keep up the morale of the team, especially the latter part of the season.

The Head Coach and Trainer must have confidence in each other's ability; each must realize the other is doing everything possible to assist in the building up of the team. The Head Coach is responsible for the season's results and consequently should be the one in authority; but he must be broad enough to take advice from his assistants as to the playing end of the game and from his trainer as to the physical condition of the team. Just as soon as a football coach, whether experienced or not, insists on having everything his way, the assistants and trainer will quit their assignments.

Should a team lose an important game, the real high calibered coach will take it as part of the game. Some coaches will immediately look for an alibi and one of the first alibis offered is the "poor condition of the team." Many times a team may be in poor condition due to varied circumstances such as difficult or poorly arranged schedules, numerous trips and injuries, but the real coach with the rest of the staff will assume the responsibility. Anyone can be a good winner as the old saying goes, but it takes a real high class man to be a good loser in football.

A winning football coach is the hero of the hour and deserves all the good things said about him. A losing coach must keep a stiff upper-lip and pass by all the adverse criticism flung at him; he must make the best of these calamitous occasions. Either a football coach is a great fellow and a wonderful coach or he is a "dub" according to the way you look at it.

A trainer is either a "dub" or nothing, that is if the team is a winner really no credit is given the man who looks after the condition of the team, unless the coach is responsive enough to insist on some credit being given him for his work. On the other hand a losing team's followers will in many instances blame the losses on the poor condition of the team.

The older men in the training end of football are gradually getting away from this work due to the thankless nature of it. True, a man is receiving a salary for his work, but regardless of this, a word of praise now and then when deserved, gives him a certain satisfaction and increased interest in his efforts. Many of those in authority, wrongfully consider the conditioning of a football squad as the smallest part of the routine.

The novice football coach who

(Continued on page 50)
DIFFERENT SYSTEMS OF FOOTBALL SIGNALS

BY

FRANK B. BRIDGES

Mr. Bridges is Head Coach and Athletic Director at Baylor University, Waco, Texas. He has won both the football and baseball championships in the Southwest Conference since going to Baylor. From 1909-1916 he was Physical Director of the Columbus, Georgia, Y. M. C. A. and Coach of the Columbus High School. In 1916-17 he was Physical Director of the Shreveport, La., Athletic Club and Coach of the Shreveport High School. From 1917-20 he was Supervisor of Physical Education and Athletic Coach of the Fort Smith Public Schools. In 1920 he went to Baylor.—Editor’s Note.

There are many systems of signals used in football and I will briefly discuss a few of them in this article.

The system of numbering the spaces between the linemen and outside of them and numbering the man who is to carry the ball was one of the first systems ever used and is still used a great deal. In this system the first digit of a number would denote the man to carry the ball and the second digit of the same number the place through which the ball is to be carried. Example: 38 would be left half around right end. This may be used in different ways. If one number is used it might be the first, second or third number called. In the following illustration the third number called is the signal: 92-21-38-79-82. In another variation of this system the last digit of the first number designates the man who is to carry the ball, and the first digit of the second number shows where the ball is to be carried: 9 89 23-76. The objection to this system is that key numbers or letters have to be used for double and triple passes, forward passes, delayed plays, in and out plays, and trick plays.

A similar system is that of numbering the men and the space outside of both ends. The combinations for giving the signal are the same as explained in the first system with the advantage that if the wedge system of line play is used, the line man over whom the
ball is to be carried heads the wedge. The same disadvantage (that of having to have a key number for double passes, etc.) is found in this system.

A third system is that of using the ten digits for different parts of the offense. Illustration.

1. Full over center.
2. Half straight over guard.
3. Cross buck mass on tackle. Half carrying the ball.
4. End run by half back.
5. End run by quarter back.
6. Forward pass by half back.
7. Forward pass by quarter back.
8. Delayed buck by double pass.

The first digit of a number is the direction of the play and the second digit of the same number is the play. Even numbers to the right and odd to the left. Illustration using third number as signal number follows: 78-23-61-91. Digit 6 even; direction right. Digit 1 play; left half around right end. The combinations for giving the signal as in the first system may be used, i.e., the last digit of the first number the direction, and the first digit of second number the play, etc.

The system of numbering each play is now the one most generally used and by far better than the systems before mentioned. Each play has a number for both directions, right and left. An end run by the quarter around right end being 30, the same play around left end would be 31. They may be so arranged that all plays in the 20's are straight away plays, all plays in the 30's cross buck plays, in the 40's delayed plays, in the 50's passes, etc. This is a simple system when formations are changed and only one signal is needed regardless of how many formations are used, i.e., if 30 is an end run at regular formation it would also be an end run at punt formation, the quarter first calls the formation and then the signal.

The manner in which the signal is given has many variations. The first, second or third number called might be the signal. Illustration: 30 is an end run to the right and the second number called is the signal: 74-30-22-81-76. Adding the first and second numbers may also be used. Illustration: 21-9-72-86. In this 30 is the signal and by adding the first two numbers, 21 and 9, the signal number 30 is given.

Another method is that of using the last digits of the second and third numbers called. Illustration: 75-23-80-61-44. Number 30 is the signal to be used. The last digit of the second number called is 3, and the last digit of the third number is 0; by placing them beside one another the signal 30 is given.

Again the signal may be given by having a key number and the number called after the key number is the signal. Illustration: The key is any number whose last digit is 0 or 5 and the next number the signal: 71-85-30-72-16. Another series using 0 as the key: 87-96-41-90-30-72. In the first, 30 the signal, follows the digit 5 and it happens that it is the third number called. In the second, 30 the signal, follows the digit 0 and it is the fifth number called.

Simplicity should be the keynote in all signals. The less thinking a team has to do the better the plays will be run. Another thing to keep in mind is that it is a great deal easier for a team to get signals when they are numbered so that even numbers go to the right and odd to the left, than if used in the reverse of this.
SUMMARY OF THE CHANGES IN
THE BASKETBALL RULES
FOR 1924-25

By Dr. Walter E. Meanwell

The Journal is pleased to announce that Dr. Meanwell is preparing a series of basketball articles that will be of value to the basketball coaches. The next article will appear in an early edition of the Journal. Dr. Meanwell's teams have won first or tied for first in twelve seasons of Western Conference and Missouri Valley Conference basketball.—Editor's Note.

But few changes of importance were made in the basketball rules for 1924-25 by the Joint Rules Committee at its annual session, held in New York City last April.

The following changes are about all of importance:

1. Duties of the umpire. The umpire, upon signal from the referee, shall toss the ball up when held ball occurs near him. The umpire should move about the court in such a way that he can cover violations and fouls which cannot be seen clearly by the referee.

2. Fouls committed by a player while he, or a member of his team, is trying for goal from field. The ball is dead at the time the foul is committed and the goal, if made, does not count, unless the foul occurs after the ball has left the shooter's hands.

3. A pivot takes place when a player who is holding the ball steps one or more times in any direction with the same foot, the other foot, called the pivot foot, being kept at its point of contact with the floor. A player who receives the ball while standing still may pivot. After pivoting, if he is to dribble, he must get rid of the ball before the pivot foot leaves the floor. If he is to pass or throw for goal, the pivot foot may be lifted, or he may jump, but the ball must leave his hands before one or both feet again touch the floor.

4. “Jump Ball.” If a player violates the jumping rule by taking his hand from its proper position before the ball is tapped and the offended team gains the advantage on the tap in spite of the violation, the officials are authorized to permit play to continue and not to penalize the violation. If a player taps the ball before it reaches its highest point, or catches the ball before it is tapped, a foul is to be called for delaying the game.

5. If two or more substitutes of the same team go on the court at the same time without reporting, only one foul is to be called, this being charged to the captain of the offending team.

6. A multiple throw takes place when two or more free throws are awarded to the same team.

7. The intermissions between the first and second, and the third and fourth quarters of high school games have been reduced to one minute each, and the corresponding intermissions for younger boys have been reduced to two minutes each.

8. Supplementary statements have been added to Rule 15 relating to personal contact, blocking and the dribble. Photographs of the various plays have been inserted following the rules.
PHYSICAL FITNESS

The following appeal recently issued by the Secretary of War is of especial interest to the physical educators of the country. If complete examinations of the school and college students were not made on Defense Day, there is still time for this work to be accomplished. If the physical educators do not assume the responsibility for seeing that physical and medical examinations are conducted this fall in their respective institutions, no one else will. The opening week of school presents the opportunity for making the inspection. What a fine thing it would be if every physical educator would conduct an examination this fall and then do everything possible to assist those in need of remedial measures.

By JOHN W. WEEKS

(Secretary of War)

Washington, D. C., Sept. 7. (Special)—The "defense test" on September 12 presents an appropriate occasion for every citizen to make an inventory of his physical condition as a personal contribution to the defensive strength of the nation.

I ask especially that fathers and mothers on that day have the physical condition of their children investigated. I am hopeful that medical men in each community, as a patriotic service, will issue friendly advice to their fellow citizens and set the day apart for examination purposes.

With regard to physique, draft statistics, life insurance experience and industrial studies indicate that about half of our population is subnormal. The draft statistics show that 46.8 per cent of the 2,750,000 whose medical records were complete were defective. Of all examined, 29.1 per cent—more than one-quarter—were rejected as physically unfit for unlimited service and 17.7 per cent more—almost an additional one-sixth—had to be classed as fit for limited service only.

It is conservatively estimated that preventable illness and curable physical defects cause an annual industrial loss of at least $1,500,000,000 per year. An appraisal cannot be made of the distress and suffering involved.

The physical examinations conducted for the citizens' military training camps point to the same national weakness. But they also emphatically prove that practically all these defects can be cured if discovered in time and the proper exercise is applied before they become permanent.

Each community could do what the war department is doing.
Their combined efforts would reach our total citizenship, while the army’s field is limited. The physical standard of all our citizens could be brought close to normal if the subject received the attention demanded.

It may be too late for any such constructive action on a nationwide scale to eradicate the physical weakness of the present generation, but it certainly is not too late to prevent the oncoming generation from developing similar defects.

From the defense point, the present physical weakness in our citizenship as a whole is serious. It places the nation in the position of having to defend itself with one arm tied behind its back. It is just as serious from a citizenship standpoint. A nation that is healthy physically is sound mentally and morally. The blood that feeds the brain is generated in the body.

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PRESEVERE YOUR JOURNALS

One hundred and thirty coaches and athletic authorities have contributed articles to the ATHLETIC JOURNAL in the four years that this magazine has been published. Some of these men have written several articles. A few have published their articles in book form after the articles appeared serially in the JOURNAL. The opinions that have been advanced by these writers should be of value to every coach and athletic director, even though the former may advance ideas that the latter cannot accept. The editor of the JOURNAL finds that he is not always in accord with the beliefs of some of the men who have presented articles over their own names in the JOURNAL. However, he is convinced that everyone should have the privilege of presenting his opinions and believes that the coaches as a class are competent to determine what theory or plan best suits them. Of course, the JOURNAL would not print an article that contained traitorous or disloyal statements, nor would it knowingly carry an advertisement or editorial matter that might be harmful to its readers. In fact, it has refused to accept some advertisements when it appeared that the value of the goods in question was dubious.

The purpose of this editorial is to suggest to our readers that the ATHLETIC JOURNAL for the year may be preserved and bound at a minimum cost. Further, complete indexes of the contents of each volume will be issued from time to time. An index of Volumes One, Two, Three and Four was published in the June, 1924, JOURNAL. For Volume Five the index will be issued in June, 1925. Local printers or binders will bind the magazines so as to preserve them for library uses.

In this connection the coaches of the country have evinced so much interest in the ATHLETIC JOURNAL and our subscription list has grown so satisfactorily that this number contains fifty-six pages of reading matter instead of the usual forty-eight pages. It is planned to enlarge the magazine from time to time as its growth warrants.

If you have been helped by the articles which have been contributed by other coaches, won’t you in turn pass on to them your ideas. If you have experimented with some problem in coaching or administration, tell the others about your conclusions. The pages of the JOURNAL are open to the athletic coaches. Send in your contributions.
LIMITING SUCCESS

So many persons are suggesting one plan or another these days for placing limits on success in athletics that serious thought should be given to the matter. Dr. Henry S. Curtis, Director of Hygiene and Physical Education in the State of Missouri, before the thirty-first annual convention of the American Physical Education Association is quoted as follows:

"In discussing the significance of coaching we have to consider first the objects of athletics. Our student body has decided in general in this country that the object of play is winning. But from the point of view of the state, which is equally interested in all of its citizens, winning cannot appear as an object. It is impossible for all to win. There will always be many more losers than winners. Winning has assumed abnormal importance among us. It is this which turns sport into work and is responsible for professionalism, rowdyism and betting. Playing to win is not playing for the love of play and is not strictly amateur."

Further, the American Physical Education Review has the following to say editorially about limiting competition:

"As to the existence of abuses in intercollegiate athletics, there seems to be but one opinion. Many of these abuses are appearing in interscholastic athletics. We should welcome any plan which bids fair to eliminate some of these evils while retaining the good, and such a plan has been suggested during the last few years. It first came to our attention from Dr. Edgar Fauver of Wesleyan University and is merely this—that no individual should be permitted to represent his college in a given sport for more than one season."

If we prescribe barriers limiting achievement in athletics, will we stop there or will we place prohibitions against specialization in science, or medicine or art? Is it not just as reasonable to insist that our full professors who now devote a great deal of their time to instructing a few graduate students should instead give all of their time to underclassmen, as to suggest that the brilliant athletes should be neglected in the interest of the less brilliant? Formerly we have been led to believe that such specialists as Michal-Angelo and William Shakespeare were worthwhile and that the courts which made possible their championship performances had thereby benefited society. If we decree that thus far we may go in one form of human endeavor and no farther, will we also join forces with the communists and nationalize property or insist that individuals may only own a certain amount of property?

It is well that we require our athletes to carry their academic work satisfactorily in order to compete on the team—otherwise some of our athletes might not receive all around training and thus be inadequately prepared for their life work. It is wise to limit the number of games that a team shall play as we limit the number of hours for which a student may enroll in class work. These limitations, however, are made in the interest of the students in question and not for the purpose of restricting the effort of some to help the less ambitious or brilliant students.

There are two points involved in this philosophy so new to our educational life—first, will we elevate the masses by restricting the endeavors of the brilliant performers? It is doubtful if the results desired can thus be attained; second, if we do not allow our students to attain the heights by means of hard work, perseverance and sacrifice, in short if we scorn to develop leaders, will the common good be enhanced? There are questions which should not be lightly answered for our whole scheme of life
has hitherto been based on the idea that success was honorable and that
the man at the foot of the ladder received inspiration from the man who
had climbed to the top.

It is begging the question to say that Pavo Nurmi's achievements do
not rank with those of Leonardo de Vinci's. It would be a sorry world
if it were made up exclusively of great artists, or great philosophers, or
great students of Greek. We need leaders in all forms of human activity
that make for the betterment of human life, and until it can be shown
that athletics are debasing instead of ennobling, we may well hesitate to
accept the new philosophy.

AMERICAN FOOTBALL

This is the season of the year when the youth of America will
devote considerable time to the typically American game of foot-
ball. Approximately a half million boys will play football in the next
ten weeks, and several million fellow citizens will witness the games
and will follow the fortunes of the players.

This is not an alarming situation. North American football is
to be preferred to South American revolutions. It is well that our
young men satisfy the human fighting instincts on the athletic field
in accordance with certain well-defined rules and under the authority
of appointed officials, rather than in the mediæval manner. In Italy
the young men wear the black shirts of the Fascisti, carry guns and
get a thrill out of the fact that they and Mussolini constitute the
government. In Germany and Russia the communists, who may be
likened to the losers in a game, are insisting that the winners share
with them the prizes which the latter have won. The men who play
football this fall and score fewer points than their opponents would
scorn to ask that handicaps be placed on the more successful so as to
enable them (the losers) to share the winner's prize.

Football needs no defense since, as it is now conducted, char-
acter is developed on the gridiron playing fields and American life
will be better and cleaner and more sturdy a few months hence be-
cause of the lessons learned and exemplified on the trampled, chalk-
marked battlegrounds of our schools and colleges.

The football coaches have a grave responsibility, however, and
they will accomplish the best results if they will recognize certain
fundamental truths which are: First, that a free people respects the
decisions of its appointed judges. Our courts, being manned by
human beings, sometimes err, but we must abide none the less by
the court's decrees. Some football officials this fall will make mis-
takes in calling certain plays, but sportsmen will accept the decisions
nevertheless without whining. Second, the games must be played
according to the rules. The man who purposely violates the rules
of the game is a cheat and a poor sportsman. The American people
may choose what laws they will observe, but they insist that our
athletic games be played according to the code. No coach will suc-
cceed who persistently attempts to beat the game. Third, there is
no royal road to success in football; honest effort alone will count
and, other things being equal, victory will perch on the banner of
the man who is willing to pay the price for success.
It has been repeatedly suggested that the Athletic Journal is published for the athletic coaches in the schools, colleges and Y. M. C. A.'s. There is no other publication which deals exclusively with the practical problems of the athletic coach. The coaches are invited to make use of the Journal as a medium through which they may exchange ideas. Thus all will be benefited and the game improved. Mr. Hunter has contributed the following suggestion with the idea of making known the results of his experience. Mr. Hunter graduated from the University of California in 1917. When at California he had the opportunity of studying football under Andy Smith and track under Walter Christy. He served two years in the world war and then became Athletic Director at Mount Diablo Union High School, Concord, California. In the four years at Mount Diablo his major sports teams won nine out of a possible thirteen championships and were never below second place. He is now Principal of the Union High School at Kelseyville, California. His interest in athletics will still continue no doubt.—EDITOR'S NOTE.

One of the hardest jobs, which faces the high school coach is the development of a quarterback who will use the right plays at the right time, know something of football psychology and have a commanding voice, since few boys combine these desirable characteristics. In order to develop field generals and to give all my squad something about football strategy, I had the commercial department strike off enough copies of the map reproduced below, so that each boy on the squad might have one. I claim very little originality for this map as it is based on Mr. Rockne's article that appeared in the Journal in October, 1921. In our regular "skull" practices I explained the map to the boys, had each boy sign his name to his copy and impressed them with the fact that these maps contained valuable information for our opponents—hence they were not to be strewn around. I was fortunate enough to have passes for my boys to the games at California field, so I had as many as possible attend. They sat in a body and observed the strategy employed there. The comments brought home by the boys were gratifying. Then the boys scouted our rivals when possible and reported how certain games were lost by taking unnecessary chances and by poor strategy. I kept quiet about the matter as much as possible, letting the boys pick out the flaws. We won our most important game, for example, because our opponents kept in a crippled safety man who couldn't catch a punt. My quarter kept kicking to him until he fumbled a punt and my end fell on it, winning the game against a much heavier team 13-7. Furthermore, I encouraged my players to officiate at weight and grammar school games. By the time the season ended they were officiating as well as paid officials.

Just whether the putting of this printed information into so many hands is a good thing or not in general, I am not sure, but feel that in my particular case it was
Question: In the case of a wet ball, may the center lift it from the ground for the purpose of wiping the mud off the ball?
Answer: This is left to the discretion of the referee. If he allows both centers to do this it is fair and the only objection is that the game may be prolonged.

Question: Do the football rules specify that the goal posts shall be set in the end zone with the cross bar extending over the goal line?
Answer: The rules state that it is permissible to use such goal posts but do not specify that these shall be used.
CHARGING SIGNALS

By A. B. Wimberly

Mr. Wimberly was graduated from Washington and Jefferson University where he played for three years as tackle, guard and center. His last year he was chosen as all-American guard by leading football critics. He coached at Westminster College, Pennsylvania, for two years and for three years at Illinois Wesleyan University, where his football and basketball teams were highly successful. He is now beginning his second year as football coach at Washington University, St. Louis, Missouri.—EDITOR’S NOTE.

It is generally agreed, I believe, that every system of signals whether dealing with the general scheme of play or charging signals should be just as simple as possible and yet not be too easily deciphered by the opposing team. If this is true of signals dealing with the very foundation of a team’s system of attack, then it would be a very costly error to load a team up with complicated charging signals for the simple reason of gaining a slight advantage in starting simultaneously with the ball, for a team cannot charge ahead of it without intentionally trying to beat the ball, even if so slightly that it will be difficult for the officials to detect it. This of course would be contrary to the football code of ethics and should not be coached.

The object of a charging signal is not to charge ahead of the snapping of the ball but simultaneously with it. When a charging signal of this character is so devised and well learned, and smoothly and evenly executed there can be no doubt but that it is legitimate. By the use of such a signal, the offensive team knows, or is supposed to know, the exact instant the ball will go into play, and knowing this, they will spring into action at identically the same instant the ball does, whereas if they waited until they saw the ball move they would be leaping into action after the snap back had started and not along with it. But the defensive team, not knowing when the ball is going into play, can only go into action after they have seen the ball or their opponents make a starting or charging movement. This puts them a trifle behind in the charge, and this trifle should be sufficient to put them at a slight disadvantage in attempting to break through or charge back the offensive team. This, theoretically, is correct reasoning, as I believe most everyone will agree with me, yet it will not always work out satisfactorily, as I have found by experiment.

In past seasons I have used the concealed charging signal in various ways and found that it worked with great success against some teams while against others I found it gave us no advantage whatever. If both teams were on edge one would charge just about as fast as the other, due perhaps to some one of the offensive team tipping off by some movement when the ball was to be snapped. I have found that we have just about as much success in having our quarter back call out sharply and snappily the simple word
“hike” as a signal for the ball to be passed. True enough the opposing team knows as soon as the men on offense when the ball will be snapped and can charge accordingly, yet I think that because the offensive team is used to the rhythm and manner of its quarter calling signals, there is just a slight advantage to be gained. Teams have won games from the very best in the country with just such a simple charging signal.

This discussion, however, brings us to the question of the different methods of charging signals which of course will have to depend upon the style of attack used. It is obvious that one could not use a hidden or concealed charging signal with a quick shifting attack. We will take up first the hidden number and a few ways of using it, second the simple method of the word “hike” as used with quick shifts, and third, the huddle system.

The charging number may be a certain number appearing after the key number in the second series. The team charges on the first number after the key—for example, 4 is the key to charging number 7943—the ball is passed and the team charges simultaneously with the number following the key. It may be the second or even the third number following the key, as a variation depending on the choice of individual teams. Another method is to have the quarter give his signals in two different sets or series as before. The first set denotes the play and is also the signal for snapping the ball. The ball goes into play automatically at a certain point of the second series depending upon the key in the first series of numbers. For example, if the first number of the first series is an even number, then the ball will be snapped back on the third number of the second series, but if the first number of the first series is an odd number then the ball will be snapped back on the third number of the second series. There are other ways of giving the charging signal numbers but we will give only these two illustrations here.

If a team is using a quick shifting attack, it is far better not to attempt the use of a charging signal, but if any is used it had better be the simple word “hike” called by the quarter in rhythm with his shifting men.

The huddle system came into existence about four years ago and has proved very effective where there are large crowds or where the crowds are so close to the field of play, that the noise of the spectators would prevent the players hearing the signals. The weakness of the huddle system lies in the fact that there may be eleven men attempting to call signals. This may be overcome by instructing all members of the teams to remain quiet and by having a quarter who has the respect of the team call the signals. Since the huddle system is a form of shifting attack, it is best to use only the word “hike” called by the quarter. As all the members of the team come to a halt, the ball should be snapped and the team charge simultaneously with his command.

In closing, I may say that it has been my experience that players will become accustomed to any system, if it is simple.

Question: If a player goes out of bounds on a play, then comes into the field of play and receives a forward pass, what penalty should be imposed?

Answer: This should be ruled as an incomplete pass and the penalty may be declined.
CLASS FOOTBALL

By John L. Griffith

With the opening of school many directors and coaches will be confronted with the problem of providing class work for boys who for various reasons are not candidates for the team but who would be benefited by the daily practice of football fundamentals. The purpose of the course, the outline of which follows, is to teach, insofar as possible each man in the class to execute the fundamental movements incident to the playing of every position on the team.

At the end of the course, each member of the class will be required to demonstrate the methods of kicking, catching passes, catching punts, taking the ball from center by direct passes and otherwise, the different methods of blocking, tackling, and the other rudiments. A certain amount of time may be devoted each day to the playing of games which involve football principles, the purpose of this being to vary the tedium of practice of fundamentals, to provide quickening exercises, and to drill on the rudiments in the guise of games.

After the first few days, the men will be formed into teams and scrimmaged for a few minutes each day. The purpose of this scrimmage will be not to develop teams, but to give the men an opportunity to practice the rudiments which have been taught to individuals in relation to actual team play. In this scrimmage practice the men should be shifted so that every man will get a working knowledge of the playing of each position.

The instructor will determine according to the age and experience of the individual members of the class whether the technique of the fundamentals should be presented thoroughly with an emphasis on methods or in a more general manner stressing the play spirit. For instance, as regards the fundamental of the quarter passing the ball to a half-back the center passes the ball to the quarter and the quarter passes to a half. Here three important movements of as many different men are involved—first there is the center. A careful instructor will insist that the man snapping the ball back shall take the correct stance, second, that he will pass the ball in the proper manner, and third, charge into an imaginary opponent. Next the study of the methods by which the quarter handles the ball is involved. Attention should be given to the quarter-back's stance, his method of taking the ball from center and his movements after passing the ball to the half-back. Then there is the question of the half-back's starting position, his manner of receiving the ball and the different paths which he may take, viz: the slant, straight ahead, angle, in and out with the different manner of carrying the ball on each run.

The course is planned on the basis of forty-five minutes per day. The instructor will vary the periods to fit the needs of his class:

First Day
2 min. Roll Call.
10 min. Talk explaining the purpose of the course, the equipment needed, etc.
5 min. Setting-up drill.
2 min. Demonstration by instructor of the method of catching and holding the
ball on a short pass from the quarter-back for a run.

12 min. Practice above in circle formation.
Pass both to the right and left.
2 min. Demonstrate method of catching and holding ball on direct pass from center for a run to the right. The receiver is stationary.

12 min. Practice catching and holding the ball on a direct pass from center for a run to the left. The receiver is stationary.

Second Day

2 min. Roll Call.
5 min. Setting-up drill.
2 min. Demonstration of method of falling on the ball.
15 min. Falling on the ball.
2 min. Demonstration of the method of punting and catching punts.
19 min. Practice punting and catching punts.

Third Day

2 min. Roll Call.
5 min. Setting-up drill.
2 min. Demonstration of the method of forward passing.
20 min. Forward passing and catching passes.
2 min. Demonstration of cart-wheel block.
14 min. Cart-wheel blocking.

Fourth Day

2 min. Roll Call.
5 min. Setting-up drill.
3 min. Demonstration of line blocking and charging.
15 min. Practice on line blocking, 2 men on offense against defensive man.
2 min. Demonstration of place kicking and goal kicking.
18 min. Practice in place kicking and goal kicking.

Fifth Day

2 min. Roll Call.
5 min. Setting-up drill.
15 min. Practice method of catching and holding ball on short passes from quarterback.
2 min. Demonstration of tackling the dummy.
15 min. Practice tackling the dummy.
6 min. Signal practice for simple formation with dummy scrimmage showing what each man does.

Sixth Day

2 min. Roll Call.
5 min. Setting-up drill.
10 min. Tucking ball away.
13 min. Line block two offensive men against a defensive man.
15 min. Punting and catching punts.

Seventh Day

2 min. Roll Call.
5 min. Setting-up drill.
10 min. Practice receiving direct pass from center.
15 min. Cart-wheel blocking.
13 min. Signal practice.

Eighth Day

2 min. Roll Call.
5 min. Setting-up exercise.
10 min. Taking ball from quarter on runs and plunges.
15 min. Tackling dummy.
13 min. Signal practice.

Ninth Day

2 min. Roll Call.
5 min. Setting-up drill.
15 min. Demonstration and practice in use of stiff arm.
15 min. Line blocking.
8 min. Sprint to determine the fast men in the squad.

Tenth Day

2 min. Roll Call.
5 min. Setting-up drill.
13 min. Charging on charging machine.
15 min. Place kicking, drop kicking, and goal kicking.
10 min. Cartwheel blocking.

Eleventh Day

2 min. Roll Call.
2 min. Roll Call.
5 min. Setting-up exercise.
15 min. Tackling dummy: Have loose ball at the end of the dummy, having tackler jump up and fall on ball after making tackle.
15 min. Forward passing.
8 min. Signal practice with charging.

Nineteenth Day
2 min. Roll call.
5 min. Setting-up exercise.
15 min. Line blocking.
15 min. Punting and catching punts.
8 min. Practice sidestepping and reversing.

Twentieth Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Quick starting and charging.
15 min. Cartwheel blocking.
5 min. Falling on the ball.
10 min. Signal practice with charging.

Twenty-first Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Punting and catching punts.
10 min. Tackling dummy.
10 min. Sidestepping, reversing, and open field running.
8 min. Signal practice with charging.

Twenty-second Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Place kicking, drop kicking and goal kicking.
5 min. Line blocking.
5 min. Tucking ball away.
Looking Ahead!

Desirous of living up to its reputation as the pioneer in basketball shoe manufacturing, Converse Rubber Shoe Company is constantly striving to improve basketball footwear, with the help of leading coaches and players.

In pursuance of this policy the Converse line of Basketball Shoes for 1924 will carry the new "Peg-Top" construction, a feature that eliminates all possibility of discomfort or cutting by the top of the "upper" at the Achilles tendon, at the same time adding nothing to the weight or height of the shoe.

In addition to this, 1924 construction includes an improvement in the cut of the eyelet stays at the toe, allowing more toe-room without endangering the glove-fitting qualities of the shoe over the instep and ball of the foot.

This year, as always, the notable features of Converse Basketball Shoes are glove fit, perfect traction, minimum weight and maximum service.

Converse Champions, 1923-24

- Cornell University
- Eastern Intercollegiates
- University of Chicago
- University of Wisconsin
- In Triple Tie for "Big 10" Title
- Butler University
- National A. A. U. Champs
- University of Kansas
- Missouri Valley Champions
- University of North Carolina
- Southern Champions
- Original Celts
- World's Professional Champions
- Windsor, Col., High School
- National Intercollegiate Champions
- Spalding Institute
- National Catholic H. S. Champions
- State High School Champions in
- Connecticut
- Minnesota
- Illinois
- Nebraska
- Indiana
- New Hampshire
- Iowa
- North Dakota
- Kansas
- Rhode Island
- Kentucky
- South Dakota
- Michigan
- Washington

Converse "Varsity" Inner Socks, ankle height, are especially designed for basketball. Made of finest virgin wool, strongly reinforced toe and heel, they assure comfort and outwear all other makes. Converse Basketball Shoes and Converse "Varsity" Inner Socks make an ideal combination.

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26

THE ATHLETIC Journal

10 min. Signal practice on formation with charging.
8 min. Scrimmage.

Twenty-third Day
2 min. Roll call.
5 min. Setting-up exercise.
5 min. Falling on ball.
5 min. Forward passing and catching passes.
10 min. On charging machine.
8 min. Taking direct passes from center and running to right and left.
5 min. Signal practice on formation with charging.
5 min. Scrimmage.

Twenty-fourth Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Punting and catching punts.
10 min. Practice in use of stiff arm.
8 min. Signal practice on formation with charging.

Twenty-fifth Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Tackling each other.
10 min. Forward passing and catching passes.
5 min. Line blocking.
8 min. Signals practice on formation with charging.
5 min. Scrimmage.

Twenty-sixth Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Demonstration and practice of line blocking on punts and forward passes.
10 min. Sidestepping, reversing, and open field running.
13 min. Signal practice on formation with charging.
5 min. Scrimmage.

Twenty-seventh Day
2 min. Roll call.
5 min. Setting-up exercise.
5 min. Falling on the ball.
5 min. Forward passing.
15 min. Blocking: Two halfbacks taking an end; backfield man on receiver side of a punt blocking and coming down the field.
6 min. Signals on formation with charging.
7 min. Scrimmage.

Twenty-eighth Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Tackling.
10 min. Place kicking, drop kicking, and goal kicking.
5 min. Tucking ball away.
6 min. Signals on formations with charging.
7 min. Scrimmage.

Twenty-ninth Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Punting and catching punts.
10 min. Forward passing.
8 min. Signal practice.

Thirtieth Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Place kicking, goal kicking, and drop kicking.
10 min. Tackling.
5 min. Tucking ball away.
6 min. Signals.
7 min. Scrimmage.

Thirty-first Day
2 min. Roll call.
5 min. Setting-up exercise.
15 min. Taking ball from quarter back for run to right and left; taking direct passes from center for runs to right and left.
10 min. Cartwheel blocking.
6 min. Signal practice on formations with charging.
7 min. Scrimmage.

Thirty-second Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Place kicking, drop kicking, and goal kicking.
10 min. Charging on the charging machine and other exercises to increase line-
man’s speed and drive.

5 min. Falling on the ball.
5 min. Signal practice.
8 min. Scrimmage.

Thirty-third Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Line blocking.
15 min. Sidestepping and open field running. Have back man run through line of men 10 yards apart, sidestepping and shifting ball so as to use stiff arm on each man.
5 min. Signal practice on formations with charging.
8 min. Scrimmage.

Thirty-fourth Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Place kicking, drop kicking, and goal kicking.
10 min. Forward passing.
10 min. Signal practice on formations with charging.
8 min. Scrimmage.

Thirty-fifth Day
2 min. Roll call.
5 min. Setting-up exercise.
15 min. Running back kick-off and what each man will do.
13 min. Signal practice on formations.
10 min. Scrimmage.

Thirty-sixth Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Receiving ball from quarter and direct passes for runs to right and left.
10 min. Tackling.
10 min. Forward passing.
8 min. Signals.

Thirty-seventh Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Punting and catching punts.
5 min. Cartwheel blocking.
5 min. Falling on the ball.
10 min. Signals on formation.
8 min. Scrimmage.

Thirty-eighth Day
2 min. Roll call.

5 min. Setting-up exercise.
10 min. Line blocking.
15 min. Open field running, sidestepping, reversing, and use of stiff arm.
3 min. Signal practice on formations.
10 min. Scrimmage.

Thirty-ninth Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Forward passing and catching passes.
10 min. Line blocking.
5 min. Tucking ball away, handling the ball.
5 min. Signals.
8 min. Scrimmage.

Fortieth Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Place kicking, goal kicking, and drop kicking.
10 min. Tackling.
5 min. Falling on the ball.
5 min. Signal practice on formations.
8 min. Scrimmage.

Forty-first Day
2 min. Roll call.
5 min. Setting-up exercise.
5 min. Taking ball from quarter and on direct passes from center for runs to right and left.
5 min. Falling on the ball.
15 min. Blocking, all kinds.
13 min. Scrimmage.

Forty-second Day
2 min. Roll call.
5 min. Setting-up exercise.
10 min. Punting and catching punts; place kicking, and drop kicking.
10 min. Tackling.
10 min. Open field running, use of stiff arm, sidestepping, etc.
8 min. Scrimmage.

Forty-third, Forty-fourth, Forty-fifth, and Forty-sixth Days
A thorough test of each individual to successfully execute the fundamentals taught, and graded accordingly.
IS IT LUCK OR
Victories don't just happen.

CONDITIONED MEN WIN

Your plays properly executed are irresistible—but your men must be in condition.

Only by using ATHLETIC LINIMENT can you be assured of the quality of results which it makes possible.

Don't be satisfied until your men have the benefit of ATHLETIC LINIMENT.

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will quickly respond to this scientifically prepared RUB-DOWN.

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GARDNER, KANS.
1924 FOOTBALL RULES

BY

LEE E. DANIELS

Mr. Daniels graduated from Loyola University in 1913 with a degree of LL.B. He is now a practicing attorney in Chicago and was one of the men who founded the Athletic Officials Association and is now serving as Chairman of the Board of Directors of this association. Mr. Daniels officiates extensively each fall and has made a very careful study of the rules.—Editor's Note.

In the rules themselves can be found notations relating to the changes, but very little or nothing explaining the meaning of such changes.

In this connection the rules committee has suggested that various local organizations may be called upon for interpretation of any mooted questions on the rules. Accordingly, numerous organizations or groups have met and discussed the rules during the last thirty days, and by such discussions have arrived at what they consider uniform interpretation of those changes upon which they can agree. In a few cases they have had to submit questions to the Rules Committee.

The Athletic Officials' Association has met on several occasions and in collaboration with Mr. A. A. Stagg of the University of Chicago, a member of the Rules Committee for many years, have arrived at the following interpretations of the rules. Since Mr. Stagg is a member of the Rules Committee he was able to give invaluable information about the changes and the discussions of the Rules Committee.

The changes will be listed in the order they appear in the Spalding, 1924, Football Rules.

Page 7—note with reference to offset goal posts is self-explanatory.

Page 9—Section 3—Regarding cleats being dangerously sharp and shoulder guards being dangerously hard. It was the Rules Committee's express intention in making this rule to prevent injury to players, although they had no intention of radically changing either type of equipment. The whole matter is left to the judgment of the officials.

Page 10—Rule 4—Section 1—and page 11—Rule 4—Section 3B, which gives the penalty for a team being late either at the beginning of the game or at the second half. The offending team loses all of its options and the offended team puts the ball in play by scrimmage on the opponent's 25-yard line or allows the offending side to put the ball in play on its own 25-yard line. It can be readily seen that the second option is practically useless since no one can conceive of a situation in a game where a team would allow their opponent the ball at a spot where they themselves could take it.

Rule 6—Section 1—abolishes the use of tees absolutely. The question was then raised as to whether a team should be penalized if the holder of the ball was offside at the time of the kick. It was ruled that his team should not be penalized and that he should be eligible to recover the ball.

Page 12—Rule 6—changes the point at which the kick-off is made from the forty-yard line as last year to the fifty-yard line.

Page 14—Rule 6—provides that when the ball is in the air from a kick or a forward pass and it touches the player any part of whose person is on or outside the side line or side line extended, it is out of bounds. It was ruled that a player is not out of bounds in this connection unless
some part of his body is touching the ground on or outside the side lines or sidelines extended.

Page 21—Rule 9—the note relative to shift plays was discussed at considerable length. It was particularly noted that the word "absolute" in connection with the word "stop" is a key word to all rulings on shift plays. In case of doubt the penalty shall be enforced. This was not taken to mean any definite or drastic change in the rule, but it was the intention of the Rules Committee to see that shift plays come to a thorough stop so that no momentum may be given to a player. A slight swaying or movement of the player's body was not to be ruled as being in motion unless it gave him momentum.

Page 21—Rule 10—provides that a try-for point may be made from any point on or outside the three yard line. This change was made to encourage teams to try other plays beside goal from placement or drop kick.

Page 26 and 27—Rule 14, Section 2—relating to the number of times time may be taken out in each half without penalty. The new rule allows time to be taken out four times instead of three and changes the penalty from two to five yards. Attention was called particularly to the fact that the number of downs and the point to be gained remained the same in the event of such penalty.

Page 27—Rule 14, Section 4—is an entirely new paragraph and gives the referee authority to penalize for unreasonable delay, in the event that he feels that the offensive team is taking too long to put the ball in play, he can also arbitrarily call time and either warn or penalize the offensive team when he feels that calling of time for substitutions or for other reasons is for the purpose of lengthening the game. Under such circumstances he can instruct the timekeeper not to stop the watch. This rule was passed to prevent stalling by the team with the ball on the one hand or to prevent them from lengthening the game unduly.

Page 31—Rule 16—Section 3A—calls attention to the fact that players endeavoring to receive a forward pass and players who are attempting to intercept the pass have a right of way over ineligible players of the team that put the ball in play. Consequently these ineligible players must keep completely out of the way of any members of the defensive team who are trying to intercept the pass. This rule was passed to do away absolutely with the "screen pass" that has been used by many coaches.

It was further noted under this change and under Section 3B that the Field Judge is given definite authority to rule on infractions of the forward pass rule.

Page 33—Rule 17—Section 4—the word "legally" has been left out so that any pass, whether legal or illegal, thrown forward, which strikes the ground, shall be considered as incomplete. Attention was called to the fact that in Section 5 the word "legally" was left in. An interpretation was then made to the effect that the word "legally" should also be left out of Section 5 so that any ball being passed forward striking the goal post or cross bar shall count as a touchdown.

Page 34—Rule 17—the note under Section 7A provides that a player who has gone out of bounds during the play shall not be eligible to receive a forward pass. This applies only to the offensive team. In case a man does go out of bounds and touches the pass, it shall be considered incomplete.

This penalty and the one for two eligible men touching the pass may be declined this year. This change was made apparently so that the defensive team could intercept such passes and reap the benefit of a larger gain.

Page 35—Rule 17—Section 9—the penalty for intentionally grounding a forward pass has been changed (Continued on page 50)
AN IDEAL PROGRAM OF HEALTH EXAMINATIONS FOR SCHOOL CHILDREN

By GEORGE T. STAFFORD

Mr. Stafford has written a series of articles for the Athletic Journal, the first of which appeared in the May, 1923, issue under the subject of The Physical Director or Coach in the Field of the Physical Subnormal. Subsequent articles have dealt with the following subjects: Body Mechanics, Weak Feet, Constipation, Hernia, Athletic Injuries and Specific Injuries, and How Illinois Guards the Health of Her Students. Mr. Stafford is Assistant Professor of Orthopedics and Physical Diagnosis, University of Illinois. — Editor’s Note.

In the April, 1924, number of THE ATHLETIC JOURNAL statistics were given showing the deplorable physical condition of many of our school children. An appeal was made for “Periodic Health Examinations.” The May number of THE ATHLETIC JOURNAL showed “How Illinois Guards the Health of Her Students.” The present article is offered as an ideal program of health examinations. The content of the program is the result of a survey of the various systems used throughout the United States.

The history of school medical inspection in the United States gives as the reason for its being, that of limiting the spread of infectious diseases.* Similar starts were made in 1896 at Philadelphia and in 1897 at New York. In 1902 Providence, R. I., following an outbreak of scarlet fever, had a physician visit the school where the disease first started and also a few other schools in the vicinity. The purpose in this case was again to prevent the spread of the infectious disease. In like manner, tracing the development of school medical inspection throughout the country, it is not unusual to find that the medical inspection system first started for the purpose of protecting the community from some threatening epidemic.

Of late years the purpose of the school medical inspection has broadened and one finds a more extensive program of examination and health education. No longer is the local physician expected to volunteer his time for an “inspection” of the school children, at such time as is convenient to his practice. Not to minimize the splendid work which the volunteer physician has done, it is time for definite systems of periodic medical and physical examinations given by school physicians who devote their entire time to this work. In many cities the work is not given the attention it demands. A few states demand this examination, but the majority of states have no definite law which provides for periodic examination of all its school children.

In the survey which the writer recently carried out it was found that only the larger cities, as a rule, were giving anything like a complete examination with efficient follow-up work. A few smaller cities show the progressive spirit and report very efficient systems. The machinery of operation, expense, etc., which may become involved in complete examination systems, makes it very difficult for many of the smaller systems to carry on a real program of health examinations for the school children. It seems

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Thousands of users proclaim this shoe to be: THE WORLD'S BEST BASKETBALL SHOE. The foremost Athletic Directors, Coaches and Athletes demand this shoe for important games.

Great consideration has been given to the protection of the foot, which is the main thing to consider. A basketball player is no better than his feet. This shoe provides everything required.

YOU MUST BE EQUIPPED WITH THE BEST—AND THIS IS IT!

You should be able to secure these shoes through your usual source of supply, but if unable to do so do not accept a substitute, but write direct to—

The Servus Rubber Company
ROCK ISLAND, ILL.

Write for Excerpts from "Basketball from a Coaching Standpoint" by Ralph Jones, which will be sent to you without charge.
possible, however, that more well directed effort will enable many more cities to follow an ideal program for their children. Much time and money is now spent on useless examination formulae and extensive clerical work, where nothing is being done in the way of satisfactory follow-up work after the examinations have been completed. The idea in many cases seems to be to compile a startling array of figures showing the various defects, etc., and then to stop the work at this point.

The encouraging feature of the survey is the fact that there are even a few smaller cities doing real efficient work along this line. The object of this article is to offer a suggested ideal program made up of what the writer feels is the best material taken from the various systems which were submitted. The use of this program will, of course, necessitate slight variations to fit the various conditions which one meets in his particular field.

1. Organization:
   An elaborate organization is not necessary for the best work. Each city has a definite program to work out to meet its particular problem. It is unwise, therefore, to attempt to fit a program such as is used in Chicago or New York to a much smaller city. On the other hand, one should profit from the experiences and methods used in the larger cities and pick out from their programs the material which will be of most benefit in solving the problem of health examinations in the smaller city.

   The following organization scheme is offered:

   The above scheme of organization may not meet with the approval of some Health Directors in that it is linked with the Department of Health. In many instances this may not be an ideal association. On the other hand, it seems foolish to have two like organizations both working for the same goal and not linking their efforts towards this goal. It

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**Diagram:**

- **School Board**
  - Supt. of Schools
  - Health Director of Schools
  - Dept. of Health

- **Health Director of Schools**
  - School nurses
  - Physical Directors
    - Teachers
    - Clerks
    - Health Clubs
    - Health of Teachers

- **Examining physicians**
  - including specialists
    - in
      - Eye, ear, nose and throat
      - Dentists
      - Nutrition specialists
      - Orthopedists
      - Psychiatrists

- **Sanitation of school buildings**
- **Health propaganda**
  - Hygiene, etc.
- **Control of Contagious diseases**
- **Dispensaries and Clinics**
  - Care of Physical subnormals
  - Care of mental subnormals
HEALTH EXAMINATIONS FOR SCHOOL CHILDREN

is not suggested that the departments be combined and made into one. The work of the two departments should dovetail and the best of feeling and co-operation should dominate the work of these two departments.

The care of the physical subnormals is primarily the work of the examining physicians. The follow-up work is divided between the nurses and the physical directors. The division is as follows:

a. Nurse takes care of those needing medical attention.

b. Physical director takes cases which can be helped by gymnasmium or corrective exercise work.

2. Purpose of the Health Examination:

a. Detecting any departure or departures from normal health and providing a record for the careful follow-up work of each case.

b. Regulating the physical and mental work of a pupil so as not to injure his health by overstrain.

c. To detect pupils who may have contagious diseases and minor contagious affections, for the purpose of isolating and treating these pupils, so that they may be cured and the other pupils in the school or community protected.

d. To instruct the children, and through them the parents, in methods of healthy living.

e. To classify the pupils in order that the physical director may more intelligently prescribe suitable physical activities for them.

3. Operation of the Health Examination Program:

a. The ideal program is a "Pre-school" examination with definite follow-up work for correction of defects before the child enters school. These examinations are held in May or June. In the Fall of the year ALL children, with the exception of those who showed perfect health in their pre-school examination, are given a thorough medical examination. Definite follow-up work is done on all cases showing defects or diseased conditions.

b. Where the above is impracticable, a thorough examination of ALL children should be made with special attention given to those entering kindergarten or first grade.

c. In some cases, it may be advisable to give a thorough medical examination to all kindergarten or first grade children. In this event, emphasis must necessarily be placed on one hundred per cent follow-up work on all cases showing serious variation from normal.

Assuming that scheme "c" is used, two examinations are given each year until the defect or disease has been corrected or cured and then one examination each year for this class of pupils through high school.

For those who do not show any serious defect, but do show one or more minor defects on the first examination, a yearly examination is given for a period of at least ONE year AFTER defect has been corrected.

For those who show a clean bill of health on the first examination, a second examination is given at the beginning of the fifth school year, a third examination at the beginning of the eighth school year, and a fourth examination in the freshman year of high school.

With the above method the monthly weighing and measuring should be rigidly adhered to throughout school life.

d. Where the scheme as outlined under "c" is not practicable, the following is recommended:

Daily inspection of all children in grade schools by school nurses, teachers and physical directors. The Health Director will instruct the nurses, teachers and physical directors on the technique of inspection. Inspection will be made for defects...
of vision, hearing, teeth, nasal breathing, malnutrition, skin diseases, posture, etc. All variations from normal will be referred to the Health Director for his examination. In some instances, these cases will be handled by notifying the parent of the abnormal condition and suggesting that they call at the Health Director's office or take the child to their family physician. For best results the child should be sent to the Health Director first. For this program it is necessary to emphasize classroom instruction in health habits and hygiene, and monthly weighing and measuring throughout the school life of the child. One state reports over three-fourths of the school children of the state "inspected" in one year by a program such as this.

e. One of the above schemes should be used in even the poorest and smallest community, but there are still many cities that wait until a child enters high school before giving a health examination. This seems to be at the wrong end of the line. Surely if we believe in preventive measures we cannot excuse a system that allows a child to go through kindergarten and eight grades of school before a stock-taking is given his physical side of life. What would one think of a school system that allowed a child to go through this long period without a mental stock-taking? However, for cities where the first examination of the school child is given on his entrance into high school, the most intensive follow-up work must necessarily be done. At best this must be largely a repairing process, with little preventive work possible.

f. For all students participating in athletics a thorough medical and physical examination should be given prior to the playing season.

g. In the most up-to-date systems throughout the country it is customary to insist on a thorough examination of all children who absent themselves on account of sickness for a period of over three days. This gives a very thorough check on all pupils who are indisposed and gives an accurate diagnosis of their real condition, thus preventing a child from returning to school before his condition warrants his return and also preventing the spread of disease through a child returning to school before his contagious condition is thoroughly relieved.

Whichever system is used there are certain procedures which must be carefully followed:

A. All school examinations must be completed before November first at the latest. This allows for possible delays. In actual operation in a well organized system all examinations should be completed by October first.

B. Notice should be sent to the parent or guardian of the child regarding deviations from the normal. Parents must be educated to the seriousness of diseased tonsils, decayed teeth, defective vision, faulty posture, etc. Written notices in the way of a "not too elaborate" letter should be sent in a sealed envelope by the pupil concerned. If the parent does not respond within a reasonable time, a visit should be made by the school nurse. Financial aid may have to be arranged for in some cases. This the school nurse should be prepared to do through the various welfare organizations. In all cases where the question arises, it is best to advise that the parent consult with the family physician, rather than attempting to force the parent into allowing the clinic specialists to treat his child.

C. Follow-up work should be thorough. Suitable record should be made on the examination card noting the diagnosis, treatment and final disposition of each case. In many systems elaborate examinations are made, parents are notified of the conditions, and the matter
dies at this point. In other cases the matter dies almost immediately after the examination—no real follow-up work being attempted.

In many cases it is not easy to secure the parent’s co-operation in having his child’s tonsils removed. The school system should then investigate its methods and determine whether or not the parent fully understands the seriousness of the child’s condition. In these stubborn cases, “Health Surveys” should be resorted to and the child’s interest aroused by “Health Scores” in the class room. In this way indirect pressure is often brought to bear on the parent and favorable action results.

Some cities use the scheme of sending a written notification on minor defects and a personal visit by the nurse to the parent on all serious cases. The follow-up work is carried on from this point as described above. In any event the parents must be aroused to the existing conditions and the danger of allowing uncorrected and diseased conditions to exist, thus impairing their child’s chances for healthy adulthood and often costing the parent more money in the end.

D. The question of whether or not the child should be stripped for his examination is one that is constantly bothering the school examiners. In view of the fact that the majority of doctors recognize that a satisfactory examination can only be made with the pupil stripped, it seems advisable to strive for this point in all examinations. Of course, this brings about the necessity of having the parent or parents present, or at least a nurse present.

For an efficient examination the patient should be stripped. The only
compromise should be that the patient will strip to the waist. Anything less than this makes the examination partly guesswork. In case of this compromise the parent or parents, or a nurse, should always be present at the examination.

E. The examination: In devising a scheme of examination many smaller cities attempt to carry out the same system which is used in larger cities. Unless the smaller city has the necessary staff and money to carry out this work, it is better to modify their examination to meet the existing conditions. Too much paper work makes clerks out of good physical directors. In any event the method should be as brief as is consistent with a good examination. The examination should cover only the important phases of the health examination procedure. Special attention need not be given to the anthropometric measurements other than height and weight. The condition of the eyes, ears, nose, throat, teeth, heart, lungs, muscular and osseous systems need special attention. Attention is taken away from these important body parts if too much time is spent in a long drawn out examination which includes everything from the color of the patient's hair to his favorite flower. Simplicity and practicability is the keynote of successful school examinations.

F. The support of the entire school board, teachers, etc., is necessary for the best success in this work. School examinations, to determine the health of its pupils, are a stronghold for the future when they emphasize the educational side of health work and stress prevention against the various defects and diseases which seriously impair a child's mental and physical efficiency.

4. Examination Literature:
   a. The Examination Card:
**Follow-up Work**

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**Request for Consultation**

Date: 

To Mr. 

Mrs. 

I would like to consult with you about 

Please call at the.

School at o'clock.

School Physician

**Dental Notice:**

NAME OF SCHOOL

Department of Health Education

To the Parent or Guardian of

Dear Mr.

This is to notify you that your child is in need of dental treatment. Decayed teeth are a source of danger to the general health and also interfere with progress in school work. For the best interests of your child we urge that teeth be treated at once by your dentist.

Respectfully yours,

M. D.

Health Director

(Over)

Face (Actual Size 4½ x 3½)
eased gums and pus from abscesses, and prevent the child from properly chewing his food. Most disease germs enter the body through the mouth. A child with decayed teeth is more likely to contract disease. Bad mouth conditions mean less chance for proper physical and mental development. It is urged that you have this matter corrected at once.

Reverse Side.

e. Disease Census Card:

DISEASE CENSUS CARD
Division of School Inspection

Name of City

Name
Home Address
Place of birth
School
Grade
Date of record
To Parent or Guardian:
Please make a cross (X) after diseases child has had. Consult with other members of the family to make sure about the matter.
I know that this child had:

- Chicken pox
- Diphtheria
- German measles
- Measles
- Mumps
- Scarlet fever
- Whooping cough
- Smallpox
- Typhoid fever
- Infantile paralysis
- Influenza

Child was vaccinated when (........) years old.

Mother of Child

Remarks: (Actual size 3/4 x 6"

f. Exclusion Slip:

NAME OF CITY
Department of School Inspection

Exclusion Slip

Name
School

The above named child was examined by the school physician, found to be suffering from ... and excluded from school.

(The following statement must be signed by the physician granting a permit for return to school.)

I have examined this child and find the disease of .......... to be entirely cured.

M.D.

To Principal:

Name
Room No.

Excluded for

School Nurse

(Actual Size 5 x 5/4"

g. Re-admission Health Certificate:

NAME OF SCHOOL

Re-Admission Health Certificate

Date

is considered sufficiently free from disease to return to school without danger to self or others.

Physician's Signature

(A physician's Certificate of Health is required after three days absence from any cause before a child can re-enter school.)

(Actual Size 5 x 3"

h. Teacher's Request to Examining Physician:

NAME OF SCHOOL

To School Physician:

Kindly examine for

Teacher

Date   Room

(Actual Size 3 1/2 x 2 1/2"

i. Notice to Parent Regarding Defect and Permission Slip from Parent:

NAME OF SCHOOL

Notice to Parent Regarding Defect and Permission Slip from Parent

Mr.

We find that your child is in need of medical treatment for...

Our school doctor will give this treatment if you will allow him to do so. If you are willing, please sign and return the attached card.

School Health Director

(Actual Size 5 1/4 x 5 1/2"

To:

Name of Health Director

I am willing to have the school doctor give the necessary treatment for my child...

Signed

Parent or Guardian

(Actual Size 5 1/2 x 5 1/2"

j. Ringworm Notice:

NAME OF SCHOOL

Ringworm Notice

Your son is afflicted with Ringworm.

Kindly take h ... to your family doctor or the dispensary, or treat as follows:

DIRECTIONS FOR USING OINTMENT FOR THE ITCH

Apply every night for three nights by thoroughly rubbing over entire body for 20 minutes. On the fourth night bathe thoroughly with soap and warm water. Dry thoroughly and apply the medicine morning and night until the disease is cured.

Medical Inspector

MEDICINE

Tincture of Iodine 1 Teaspoonful (1 dram)
Alcohol 2 Teaspoonfuls (2 drams)
Mix and use as directed.

(Actual size 8 x 3"

k. Itch Notice:

NAME OF SCHOOL

Itch Notice

TO BE FILLED AT A DRUG STORE

R

Sulphur 7.50
Beta Naphthol 7.50
Lard q. s.

M.S.I.G. Apply as directed.

Not to be repeated.

No copies to be given.

DIRECTIONS FOR USING OINTMENT FOR THE ITCH

Apply every night for three nights by thoroughly rubbing over entire body for 20 minutes. On the fourth night bathe thoroughly with soap and water. After bathing use fresh-boiled sheets and underclothing. Repeat the rubbing and bathing until cured.

(Actual Size 4 x 5"

l. Parasites:

NAME OF SCHOOL

Parasites

School

Date

This child has been reported by Medical Inspector of schools as showing evidence of parasites in the hair, and I am therefore obliged to re-
Health Examinations for School Children

The following method of treatment for killing parasites and nits is recommended by the Health Department:

Wet the hair thoroughly with kerosene oil being careful not to get near a fire or light or to get oil in the eyes. Wrap the head in cloth for four hours. Then wash the whole head with warm water and soap. Repeat this process on three successive days. The nits may then be removed by combing the hair very carefully with a fine-toothed comb wet with vinegar. Repeat the combing for several days until no more nits can be found. To make the treatment easier and more thorough the hair may be cut short if there is no objection.

All children in a family are likely to be affected and should also be treated as above.

Notice of Fitness for Athletics:

PHYSICAL CERTIFICATE

Name of City

I have examined the above named pupil, and find ________ to participate in athletics.

Physician

I hereby request that the principal permit our ________ to participate in athletics and swimming.

Date

Parent

Compelling Poster Service

FOOTBALL

Four new three colored posters with sufficient space for printing on five ply white bristol-board. Samples sent free on request.

ROGERS POSTER COMPANY

Dixon, Ill.
The man who is interested in the public attitude toward athletics may well scan the editorial columns in the daily newspapers for there he will find the thought of the men who largely shape public opinion frequently expressed regarding athletic sports.

The following quotations from editorial writers are reproduced as representative of the press.

The Journal agrees with the Argus Leader that "we need more emphasis on athletic training for all and sport for sports' sake." However, it believes that conditions are improving, that the athletic directors are striving to enroll all of their students in physical education classes and trusts that the time will come when physical education will be required of all students. The article from the Argus Leader follows:

Need Balanced Athletics

"As the time draws near for the opening of high schools and colleges, and football coaches announce their schedules, it appears more than likely that the majority of these institutions of learning are going on making the same old mistake of confining the athletic training to a few, and that high school graduates will continue to give undue importance to the athletic records of various colleges in choosing their future alma mater.

"There has been a growing protest in recent years against certain of these unfavorable aspects of school and college athletics, and when Major Griffith was here last spring at the time of the Dakota Relays he gave us to understand that considerable progress had been achieved by the larger institutions in remedying the situation, particularly in the matter of providing intramural and interclass, as well as intercollegiate, athletics so that all might participate. Most of the colleges still have a long way, however, to go, judging from a recent report of the Carnegie Foundation for the Advancement of Teaching. This report, made after a long and careful study, not only indicates that it is still the general tendency to develop a few individuals, or 'stars,' at the expense of the mass of students, but reveals the following conditions also: too great an insistence on turning out 'winning teams;' over-emphasis on sports and a tendency to use a good athletic record as a means of advertising the institution in the hope of attracting more money, more students and more 'stars;' and a spirit of commercialism and a habit of gambling on sporting events.

"This is a grave and serious indictment of American educational institutions. It is not contended, of course, that this condition of affairs prevails in every institution, but no one at all familiar with the situation generally can deny that it represents it as it prevails in most colleges. The present system does everything for 'the team' and ignores the less fit members of the student body, whereas it is those who are physically backward who must need, and could profit most, from the training. Moreover, the deification of athletes and athletics has detracted from other activities just as important or more so.

High schools and colleges should keep this in mind. A better balance is needed within the sphere of athletics, as well as be-
between athletics and studies, so as to give more encouragement and help to students who would ordinarily take little part in sports. We need more democracy and less aristocracy in school and college athletics, less commercialism and less emphasis on 'winning teams' and more emphasis on athletic training for all and sport for sports' sake."

The following article from the Des Moines Evening Tribune presents an interesting opinion regarding alumni coaches:

"Coaches"

"Athletics in the schools and particularly the coaching business have come in for as much discussion as any factor of American education in the last ten years. It is fortunate, for it is a thing which must be talked out, and the sooner it is talked out the sooner collegiate athletics will be allowed to develop rightly.

"With the entrance of two generations of college athletes and people accustomed to college athletics into the citizenry of the country the plaint against athletics has gradually died out. Games are too valuable to admit of much argument. The type of enthusiasm and social loyalty which is aroused by football and basketball is aroused by no other scholastic activity. It may be inferior but it makes up in quantity what it may lack in quality.

"Lately it has been common to attack the commercialization of athletics through professional coaches. In the east some schools have alumni coaching. Educators in more classical branches have made strenuous objections to the disproportionate salaries of professional coaches, and recommended a kind of employers' co-operative association in the colleges to reduce their wages uniformly.

"The latter proposal is both impossible of practice and unjust. The laborer is worthy of his hire. The difficulty is that the academicians do not get theirs. The coach is able to bring to his support an immense volume of public opinion.

"There are several difficulties with amateur coaching. The principal one is that it requires a professional coach to select the competent amateur coaches. The second is a natural lowering of coaching standards.

"When the paid coach goes out the creative factor of college ath-

Football for Everybody

Every fan, old or young, likes The Gregg Football Game. A perfect representation of college football, with the new 1924 rules. Not a toy using spinners, cards or dice, but a new game of wits and strategy played on a table with a small football field and two teams. Each player is his own Quarterback and directs his team as in real football. At your sporting goods dealer or postpaid for $2.50. Write for illustrated folder.

ALBERT A. GREGG CO.,
Dept. J., West Jefferson, Ohio

The Greatest Line

Foot Ball Equipment

We believe has ever been presented is shown in

Schmelzer'S
Foot Ball Catalog 1924
Write for your copy

The Schmelzer Company
KANSAS CITY, MO.
athletics will go out at the same
time and methods of play will
tend to become standardized and
traditionalized. Quite naturally,
as an intellectual exercise—and
the best that some men are able
to assimilate—football and bas-
etball will become worthless.

"The moral necessity for pro-
fessional coaches is even greater.
There are few situations which
require such an ironclad con-
science as athletics constantly
produce. The professional coach's
reputation is a part of his earn-
ing capacity. He has not only his
own ethics but the exigencies of
his bread-winning to hold him to
an immaculate code and to keep
his teams to the same code.

"The amateur coach has no
such imperative to force him to
be scrupulous. The romantic idea
that the man who is moved solely
by affection for his alma mater
will somehow be a nobler and a
sweeter character than a man
who is earning his living by teach-
ing sportsmanship and sports
technic has little fresh basis.

"Alumni of Drake university
would be hard put to it to find
finer or more honorable men in
their number than Ossie Solem or
'Tug' Wilson. It is a pleasing
tradition that unmercenary patri.
otism to a school will produce a
higher type of leader than a mere
devotion to sports which leads a
man to make it his life work.

"However, it is not true. Pa-
triotism, both in the college and
in larger groups, justifies some
curious things."

The attention of the person
who sees no good in our great
competitive sports should be
called to the following editorial
taken from the San Francisco
Call:

"This happened in Dublin when
American athletes from the
Olympic games competed against
the Irish in the Tailteann games
—and won. Harold Osborne of
Illinois, competing in the decath-
lon and almost certain to win,
hurt his thigh and was compelled
to withdraw from the three events
in which he was strongest.

"So Dan Kinsey of America
and Shanahan of Ireland, close
behind Osborne, forfeited those
events to their rival and gave
him the victory; Kinsey gave
second place to Shanahan and
took third for himself. That hap-
pens in sports more often than in
the other activities of men."

The Herald-Examiner editorial
"Football and Education" raises
the question of what is the pur-
pose of education. Some day our
educators perhaps will agree as
to the function of education, the
purpose of Trigonometry, Greek,
French and the other subjects.
By the way every coach would
find it profitable if he would write
a statement of the purpose of
football:

"About a month before the col-
leges open every Fall a great
educational question is breath-
lessly put to the members of the
faculties and the student bodies
of our institutions of learning.

"That question, asked by the
genral public, as well as the for-
mer students, is—'What are the
prospects of the football team?'

"Now every member of a school
or college faculty, and practically
every college student, at least by
the time he gets to be a senior,
knows that the football team is
not the thing of greatest impor-
tance to the institution.

"He knows that only a hand-
ful of students go to college pri-
marily to play football; certainly
not one per cent, even, of the
young men.

"He knows that even a great
reputation as a football player is
no special asset after he leaves
college, unless he wants to coach. Such a reputation opens a gate more widely here and there at the entrances to business fields; but it never smooths any pathway through them.

"He knows, in short, that football plays a very small part, actually, in college education; that what a man learns on the gridiron is only a casual supplement to what he gets in the classroom and the social association with keen-minded people. Why, then, does football bulk so enormously in the foreground of public interest in our colleges?

"We think it is not wholly because football is spectacular, and study and reflection are not; not wholly because football is seen to be competitive, and study and reflection are not so understood.

"The situation is due, at least in part, to the fact that in football young men and their instructors know exactly what they are trying to do and what end they wish to reach. In the education of the classroom and even of the laboratory, on the other hand, the students know very seldom and the public never knows this. We will not say the instructors do not know either; but it looks that way.

"The factor of interest is diminished, therefore, because the student doesn't know where he is going. He hopes, he is on his way; but in thousands and thousands of cases he is not even sure of that.

"The public will probably always be more interested in the competitive than the reflective. But the real students, the young men and young women who make up the bulk of our college attendance, who want to get on and believe an education will advance them, would switch their interest

Suppose he doesn't land well? They don't always, you know. Well, if he does get a brush burn, or sprain, or spikes himself, put on a good dressing of warm.

**Antiphlogistine**

covered with cotton and a suitable bandage. Repeat if necessary. He won't be "out" long.

Send for booklet, "The Treatment of Athletic Injuries."

THE

DENVER CHEMICAL
MFG. CO.
20 Grand Street
NEW YORK CITY
from football to mental training fast enough if they knew with any exactness what they were training for."

There is food for thought in the idea advanced by Paul Schissler as quoted in the Pendleton, Ore., East Oregonian:

"Coach Schissler makes a good point when he says that Leopold and Loeb needed the wholesome play and schooling in sportsmanship that goes with baseball, football, etc. If those boys had possessed even the first principles of sportsmanship they would not have lured a small unsuspecting boy into an auto and hit him with a chisel to see how he would act. Hard, vigorous play under proper supervision makes for a balanced life."

The Dayton (Ohio) News' summary of the criticism of the Olympics is sane and sensible. It is through the medium of contests such as the Olympic Games that the lessons of sportsmanship may be taught:

Criticism of Olympics

"Criticism of the Olympic games by British newspapers on the ground that the result has been injurious to sport and international amity it viewed by most American editors as entirely unwarranted and due to exaggeration of the seriousness of disturbances created by overzealous partisans among the spectators at the games."

"'So far as the American team is concerned there is no evidence that it is bringing home any unpleasant recollections,' declares the Seattle Times which feels that 'if the European audiences could witness a few of our baseball games, when umpires and visiting teams are roundly denounced in a spirit of good natured partisanship, little importance would be attached to the expressions of an Olympic audience.' The games furnish America every four years an opportunity to show the rest of the world the kind of people we breed, the Detroit News points out, 'Instead of causing international strife, as the London press fears, these contests work in favor of peace,' this paper adds, because, 'the quadrennial American victory in the games cures the world of the impression of our folly and ineptitude which it gains from our election campaigns.' It is significant, the Springfield Union suggests, that 'nearly all this criticism comes from London, where France has not been in high favor for the last two years,' and 'the anti-French feeling may have caused the British press to magnify both the seriousness and importance of the incidents at the Olympic games.'

"To conclude that the games create a positively bad spirit, the St. Paul Pioneer Press insists 'is to despair too easily of realizing what was one of the very objects of the revival of the games—the athletes must try again.' It may take time, continues the Chicago Tribune 'to extinguish all the national antipathies in a peaceful league of sports,' but, 'possibly the comity of athletes will teach a nation to take a licking at football without starting a massacre.' If the Olympic games are to be made enduringly popular, the New York Sun claims, 'they must be made very simple,' which 'may be accomplished by cutting down in the kinds of sport, or in the individual contests, or in both.'

"A probable cause of the discord, the Christian Science Monitor holds is that 'the competitive side of the games is being stressed altogether out of proportion to what was intended when they were revived,' but 'so long as the
promulgation of the ideal of true sportsmanship is the dominating motive of the games, nothing but good it would seem, can eventuate from them.' Wherever there is athletic rivalry, the Worcester Telegram is sure 'unpleasant incidents will happen once in a while, no matter how friendly the rivals may be,' as 'shown every year on college and professional fields in America,' but 'nobody except a few learned extremists wants to abolish football or professional baseball.'"

The editorial "Our Athletic Supremacy," taken from the Red Bluff, California, News, suggesting that the French Sports writer believed that American athletes take their sports too seriously is not shared by American coaches. One of the Olympic team coaches suggested to the writer this summer at Colombes Stadium that one reason why we did not win a running event in the Olympic games above 200 meters was because our college men were not willing to sacrifice enough to reach the proper development:

Our Athletic Supremacy

"Europeans take their sports more seriously than Americans. Falling birth rates and rising death rates are menaces which can be offset by the improvement of the individuals of the species, and the all-around athlete is not likely to contribute to either of these distressing tables.

"The sporting editor of the Echo of Paris had made a serious study of the methods employed by Americans in the Olympic games with a view to discovering wherein lay their superiority. He accepts as factors the virtues

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230 East Ohio St., Chicago, Ill.
of cross breeding, the transplanting of virile European races in America, the popularity of outdoor sports among the school boys, and the general prosperity of America, which promotes the development of the healthy well-nourished body. But the essential winning factor, he believes, is our method of training.

"At the European camps he found the contestants under the strain of long lectures. There was an atmosphere which gave the impression that a serious piece of work was to be done and that deep consideration must be given to it. This, the observer records, had a chilling effect which he believes found reaction in slowed-up muscles and dulled mentality. The suggestion he makes is that the French athletic societies should be more natural, give latitude to the young men and watch them less rigidly. He believes that the dance and the smile are better tonics than the grim watching that defeat is just around the corner."

The following items in Sparrow Robertson's column in the Paris edition of the New York Herald are interesting:

"The big Olympic events, which were those of the track and field, are over, and, although the United States team had more than three times the number of competitors of little Finland, it only had one more victory for first place than the latter, twelve to eleven being the final score. The final point score of the United States, with its huge army of athletes, with many who should never have been brought from America, was 255, against Finland's 166. No matter how one looks at the 1924 Olympic Games results, Finland stands out very prominently, and hereafter the United States will have to beware of Finland and, incidentally, change the worn-out methods of training that are now in vogue in America. As far as the training and coaching of distance-runners go, American methods are years behind the times. As the writer has frequently written during the past few years, the training of distance-runners in the States is apparently a lost art.

"The writer spent considerable time with the Finnish athletes while they were training and found their methods to be almost diametrically opposite to those practiced in the United States. The Finnish camp was run in a most businesslike manner. Instead of throwing horseshoes around, the Finns were out on the road running or taking long walks. At 9:30 p. m. curfew rang, and all hands were in bed clothes a few minutes later. There was no Paris for the Finnish athletes until the final event was run off in the big Games. There was perfect system at that camp.

"Every Finnish athlete is trained differently, which is as it should be, instead of giving all hands the same kind of treatment. The Finnish distance-runners were sent out twice each day, and each worked according to what the chief and only trainer considered was necessary to bring him to the best condition. While the American athletes were throwing around horseshoes at beautiful Rocquencourt, a method of exercise that will never get a man fit for running a distance, the Finns were out doing their bit on the road or track, getting ready to win races. The fact stood out very prominently after the Games that in America the coaches must know little about distance running.
form or training methods, and it is about time for them to take a lesson from the Finns in the art of distance-training.

"One feature that the Finns cut out to a great extent in their training methods was rubbing down before and after competing. The athletes were given a little massage, but very little compared to what the American athletes suffered. Too much rubbing is weakening, the Finns will tell you, and they are right at that. Instead of the hard massage before a contest the Finns take a little jog up and down the track, and after the race it is a vapor bath, followed by a dash of a cold shower. Another very important point in the Finnish athletes' training is knowing how much work to take.

"Without any doubt, the finest work in the conditioning of an athlete ever known in the athletic world was that of Paavo Nurmi. To bring an athlete through to win from the 1,500 metres, which had heats, the 5,000-metre heats and final, the cross-country and 3,000-metre events, is something for the chief and only trainer Finland had to be proud of."

Question: What was the final score in the Olympic track and field games?

Answer: The total points scored in the Olympic track and field games per nation on the schedule laid down for the Paris games were: United States, 253; Finland, 166; Great Britain, 84; Sweden, 32; France, 26; Italy, 19; Switzerland, 13; South Africa, 11; Hungary, 10; Australia, 10; Canada, 8; Norway, 6; Argentina, 5; Estonia, 4; New Zealand, 4; Holland, 4; Denmark, 3; Japan, 1, and China, 1.
1924 Football Rules
(Continued from page 31)

from ten to fifteen yards, thus removing the last ten yard penalty from the book.

Page 36—Rule 18—Section 3—the whole paragraph has been considerably changed, but the meat of the change is that any player may recover a kicked ball which has not crossed the line of scrimmage. Last year only the kicker or men who were back of him at the time of the kick could recover such a kicked ball. This brought up the question of when a ball being kicked into a player who was offside did not cross the line of scrimmage, because of the fact that it did strike such a player, and was recovered by the kicking side. It was ruled that when the ball is prevented crossing the line of scrimmage by such an intervening cause, the team is penalized the loss of the ball as is usually the case when an offside player touches the ball.

Page 38—Rule 21—Section 7—the words "or anyone connected with the team" are inserted, thus allowing the calling of unsportsman-like conduct on coaches, trainers, players who are not in the game, or anyone who can be directly charged to a definite team.

Page 39—Rule 2—Sections 1, 2, 3 and 4—it is noted that the words "the point to be gained, and the number of downs remain the same" have been taken out. With reference to penalties on the offensive team this has no effect but in case there is a penalty on the defensive team it gives the offensive team first down with ten yards to go. This rule applies particularly to the conduct of persons other than players, and it is the first time that such a penalty against the defensive team would give the other team a first down, unless the distance penalty brought the ball forward the necessary distance for a first down.

Page 41—Rule 23—Section 8—provides an entirely new paragraph for a "foul" committed behind the goal line which does not involve the change of the possession of the ball and where the penalty if enforced would place the ball behind the goal line. Under this section, such a penalty would be one-half the distance to the goal line from the spot where the ball was put in play. It was immediately pointed out that this rule appeared to conflict with Rule 6, Section 16B, under the definition of A Safety, part of which reads as follows: "A Safety is made . . . when the player of the team in possession of the ball

(Continued on page 56)

Physical Condition of Football Teams
(Continued from page 10)

has perhaps just graduated from college, will invariably assume the duties of coach and trainer. In about two seasons he begins to realize he has "bitten off more than he can chew"; he has found that the playing end of the game has suffered; possibly the team has "blown" in its important game; perhaps from lack of experience, he has pushed his team past the limit. He now looks around for some assistance and if successful in obtaining someone to look after the conditioning of the players finds that the next season his team possibly stands the "gaff" better than in previous years and that he has had fewer injuries. Instead of spending an hour or so before each practice and game bandaging and taping, he has been able to concentrate his efforts on the playing end of the game.

Another peculiar aspect of football is the injuries. A team that has many injured men will be considered in poor physical condition, but until conditions are investigated the trainer and coach should not be blamed. Such conditions may be due to a "run of hard luck" or to poor equipment.
to too much scrimmaging, particularly when a squad is tired, or to lack of preventative measures. Perhaps a coach endeavoring to wind up an unsuccessful season with a victory in the last games, disregards the advice of the trainer and pushes his charges beyond their capabilities with sad results.

One playing season does not make or break a coach, nor does one playing season make or unmake a trainer; a period of several years will give either a chance to show his ability, providing the material is average for the coach and conditions satisfactory for the trainer.

Several years ago a prominent Eastern college football team was unmercifully trounced in one of their important games. In this particular instance, the coach scrimmaged his charges two hours the day preceding the game. The team came on the field the next day beaten before they started; one look at the squad was sufficient to show they were a lifeless, overworked and tired team. The trainer of the team had pleaded with the coach to ease up on the work the day before and had been pleading all the year; his efforts were useless. This particular coach later in the season began “alibiing” about the team being in poor physical condition and naturally considerable blame was directed towards the trainer. It is needless to say that the trainer, a real experienced man, absolutely refused to have anything to do with football the next football season.

This and many other similar incidents show the utmost importance of the necessity of cooperation between the coach and trainer if successful results are to be obtained. A conscientious trainer will do everything possible to assist a broad minded coach in having a successful season.
The Olympic Games

(Continued from page 8)

10,000 Meters Walk

Won by Frigerio, Italy; Time 47 min. 49 sec.
1. Frigerio—Italy.
2. Goodwin—Great Britain.
3. MacCaster—South Africa.
4. Pavesi—Italy.
5. Scheval—Switzerland.
6. Clark—Great Britain.

Pentathlon

Won by Lehtonen, Finland; Score 16 points.
1. Lehtonen—Finland.
2. Sonfoy—Hungary.
3. Legendre — United States (Georgetown).
5. Lemo—Finland.
6. Kaer—United States (Univ. of So. Calif.).

Decathlon

Won by H. Osborn, United States; Score 7,770.
Former Olympic Record 7,724 points 495, Wieslander.
Former World’s Record 7,481 points 69, Klumberg.
1. Osborn—United States (Univ. of Illinois).
2. Norton—United States (Univ. of Kansas).

Putting the Shot

Won by Houser, United States (Univ. of So. Calif.); Distance 49 feet 2½ inches.
Olympic Record—50 feet 3½ inches.
World’s Record—51 feet.
1. Houser—United States (Univ. of So. Calif.).
2. Hartranft — United States (Stanford Univ.).
4. Torpo—Finland.
5. Anderson — United States (Univ. of So. Calif.).
6. Nicklander—Finland.

Throwing the Hammer

Won by Tootell, United States; Distance 174 feet.
Olympic Record—179 ft. 7-9/16 inches, MacGrath.
World’s Record—189 ft. 5-7/16 inches, Rejan.
1. Tootell—United States (Bowdoin College).
4. Erickson—Finland.
5. Skold—Sweden.
6. MacEacharn—United States (San Francisco A. C.).

Running High Jump

Won by Harold Osborn, University of Illinois; Height 6 feet 6 inches.
Former Olympic Record—6 feet 4-3/8 inches, Landon.
World’s Record—6 feet 7-½ inches, Beeson.
1. Osborn—United States (Univ. of Illinois).
2. Brown—United States (Univ. of Colorado and Dartmouth).
3. Lewden—France.
4. Poor—United States (Univ. of Kansas).
5. Gaspard—Hungary.

Running Broad Jump

Won by Hubbard, United States (Univ. of Mich.); Distance 24 feet 6 inches.
Olympic Record—24 feet 11-7/8 inches.
World’s Record—25 feet 5-7/8 inches, Legendre.
1. Hubbard — United States (Univ. of Michigan).
2. Gourdin—United States (Harvard).
4. Tuulps—Finland.
5. Wihelme—France.

Throwing the Javelin

Won by J. Myyra; Distance 206 feet 8 inches.
Olympic Record 215 feet 9-11/16 inches, J. Myyra, Finland.

World's Record—216 ft. 10-7/16 inches, J. Myyra, Finland.
1. J. Myyra—Finland.
2. Lindstrom—Sweden.
3. Oberst—United States (Notre Dame).
4. Ekgvist—Finland.
5. Neufeld — United States (Univ. of Calif.).

**Throwing the Discus**

Won by Houser, United States; Distance 46 meters 155 (151 feet 4 ½ inches).

Olympic Record—148 feet 4 inches.

World's Record—156 feet.
1. Houser—United States (Univ. of So. Calif.).
2. Nittima—Finland.
3. Lieb—United States (Univ. of Notre Dame).
4. Pope—United States (Univ. of Wash.).
5. Askildt—Norway.
6. Hartranft — United States (Stanford University).

**Hop, Step and Jump**

Won by Winter, Australia; Distance 51 feet and 3½ inches.

Former Olympic Record—48 feet 11 5/8 inches.

Former World's Record—50 feet 11 inches, O'Hearn.
1. Winter—Australia.
2. Bruneto—Argentina.
3. Tuulos—Finland.
4. Rainio—Finland.

**Pole Vault**

Won by Barnes, United States (Hollywood H. S., California); Height 12 feet 5 ½ inches.

Olympic Record—12 feet 11½ inches, Bobcock.

World's Record—13 feet 6-3/16 inches, Hoff.
1. Barnes—United States (Hollywood H. S., California).
2. Graham—United States (Pasadena Inst. of Tech.).
4. Peterson—Denmark.
5. Pickard—Canada.

Question: May the referee after the game has started and without the consent of the two captains shorten the playing time of the game?

Answer: No.

---

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commits a foul—the penalty for which would leave the ball in possession of his team behind its own goal line. Since it was impossible to arrive at a definite ruling, the matter has been referred to the Rules Committee, but during the interim it is agreed that the "half the distance" penalty would apply on fouls, the penalty for which is inflicted from the spot where the ball is put in play, and that the Safety penalty will apply in cases where the penalty is to be inflicted from the spot of the foul.

Page 42—Rule 23—Sections 10 and 11—in the latter part provides that the referee shall explain alternative penalties to the captains. This, in the opinion of the writer, is going to make a drastic change in the use of incompetent referees. A man must know his stuff or he can't get by.

Page 43—Rule 24—provides that the referee alone shall have a whistle, and recommends that a pistol be used by the timekeeper or Field Judge. These are self-explanatory.

In addition to the above there have been a number of approved rulings which in accordance with the Rules Committee's suggestion are analogous to the relation between statutory laws and the decisions of our Supreme or Appellate Courts, and shall have all the force of law until the decision is overruled or the law is changed.

These additions if in annotated form and kept up from year to year as the questions arise, should be a wonderful help to the game.

On the whole, in the opinion of the writer, the changes of this year while not drastic or revolutionary, will have a distinct bearing on and will improve the 1924 game.

Question: On a forward pass may an ineligible man on the passer's team block the defensive fullback before the ball is passed forward?

Answer: Yes.

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FOOTBALL AS IT IS BEING PLAYED

A study of football as exemplified on various football fields Saturday, October 4th, indicates that the teams for the most part this year are making but conservative changes in the styles of attack and defense that have been in vogue for the past few years. On defense there is still a tendency on the part of the coaches to play the normal style, namely, seven men in the line of scrimmage, the full-back five yards behind the center, the half-back ten yards behind the wings and the quarter-back as safety man. Of course there are a great many differences of opinion as to how the men on defense should play but as a general rule the centers play both in and out of the line, the guards and tackles charge through and the ends either go in at an angle of ninety degrees or vary their style by hurrying the play when there are fast backs on the opposite side by going in at an angle of approximately sixty degrees. Some coaches do not give their ends any latitude in this matter but the majority instruct their men to vary their tactics depending upon the style of play that is being used by the other team. The cup defense as perfected by Percy Haughton of Harvard years ago is still the best theory of defense and it serves as the basis for defensive tactics with a great many coaches. The coaches who by means of scouting know their opponents' strength, arrange their defense so as to check more efficiently the best elements of attack that their opponents use.

As regards the offense there are signs that the coaches are discarding the huddle shift. Years ago Fielding H. Yost introduced the idea of having his men line up on a signal. For instance, if he wanted to run a play with his right tackle over on the other side of the line the tackle lined up on signal. This then constituted the shift. The purpose of all shifts is to attempt to mass the offense at a given spot before the defense can move to meet the attack.

When this play of Yost's was executed smoothly the plays were frequently started before the defense had time to size up the formation and consequently be able to shift to a new position. In 1910 Dr. Williams of the University of Minnesota introduced the principle of the famous Minnesota shift. Ever since that time the coaches of the country have been trying to improve upon his shift but very few have succeeded. Three years ago Bob Zuppke of Illinois began using what is now known as the huddle shift. All coaches had used this in practice scrimmage but it remained for Zuppke to employ this strategy in major contests.

It now appears that some coaches are coming back to the old idea of having their men lined up on the shift. Football styles change and it will be interesting to note at the close of the season what has been the predominating style in effecting the shift this year.
An Illinois formation before the shift.

Ample space is left between the ends and tackles and the tackles and center for the two guards who line up behind the center in diagram 1. Of course these men most frequently shift into the line together either on the right of center or to the left. This leaves the ends a trifle wide.

After the shift.

It will be noted in Diagram 2 that the ends are wide. The two guards have shifted into the right side of center and the left tackle has shifted over close to the center. It is not necessary always to shift the same individuals. In fact, the men are used to fit the play. In the game with Nebraska the Illinois team sometimes shifted into position as shown in Diagram 2 and sometimes as shown in Diagram 3.

Another Illinois formation.

The quarter-back sometimes lined up as shown in Diagram 2 and sometimes took a position back of the center and to the left. When in this position the formation resembled very much a short punt formation. Of course, these formations are especially adaptable to Grange's style of play. Sometimes a coach with an elusive back makes the mistake of starting him from a close formation. Zuppke has demonstrated in his years of coaching that he understands how to take advantage of individual ability on the part of his players.

Nebraska's close formation.

It will be noted that the backs in this formation play close to the line. The quarter is in position to take the ball from center or to swing into the interference on a direct pass. The end on the short side in the game against Illinois played about a yard wide.

A Colgate formation.

Colgate for years has played advanced football. Coach Harlow, in fact, is recognized as an independent thinker and has demonstrated that his ideas are usually sound and practical. Last year in the early games he used only very fun-
Fundamental football while this year he has shown a disposition to introduce more versatility into his attack. He believes in the unbalanced line and his men line up on a signal. Sometimes his team will line up with the tackle over on a certain side until instructed to shift to a different position. Many other coaches employ this idea of the shift. In Diagram 5 the three backs are three yards back of the line of scrimmage and the other back is a yard back of the three backs. From this position they sometimes shift to a diamond formation back of the strong side. The quarter-back is in a position from which he can get the ball from the center, being about a yard or a yard and a half behind the guard, the backs shift depending upon the play that is to be executed.

A Colgate forward pass.

The pass as outlined in Diagram 7 was the one used by Colgate in making a touchdown in the game October 4th. The left end blocked momentarily and the line protected. Both ends went down and then circled to the outside. Number one back went out and then straight down the field. Number two back circled to the right and then cut back behind the center and received the pass some thirty yards down the field. Number three blocked and number four after receiving the ball faked and ran to the right and then passed.

A Michigan cut-back play.

In the game against Miami Michigan used the formation as outlined in Diagram 8. Practically every coach today uses a cut-back in some manner or other. If the defensive line is loose the cut-back near center is very effective. If the tackle plays in, the cut-back may be executed between end and
Farwick of the United States Military Academy football team is here shown making a tackle of Shepps.

STUDIES IN FORM

A study of form in tackling always brings out a great many interesting features. In Volume 3, the October issue, William H. Spaulding, Football Coach, University of Minnesota, discussed this subject in a highly instructive manner. The illustration of the tackle in the picture above shows the tackle meeting his man from in front. As the man with the ball attempts to dodge to the right the tackler hits him with his right shoulder. Note that the tackler’s head is in front of the man with the ball. Some coaches insist that if the man on defense approaches from the side he should tackle with his head behind the runner. In this case if Farwick had come from the side then he would have been expected to hit Shepps with his left shoulder. The argument for tackling with the head in front, of course, is that in case the tackle is missed the defensive man will probably succeed in cutting down the runner with his body and legs.

The kicking pictures present an opportunity to study form in receiving the ball from center and in getting it away by means of a punt. Note in Illustration No. 2 the full-back is standing with his feet together in a relaxed position. Thus he will be able to step to either side in case of a bad pass. Note further that he is giving the center a target and that his hands are held in such a manner that the ball will not be apt to hit him on the ends of the fingers. When the ball is muddy it is best to receive it against the chest.

In Illustration No. 3 the full-back has the ball and is ready for the first leg movement which is shown in Illustration No. 4. Note that he steps back a short distance with his left foot while adjusting the ball chiefly for the purpose of getting the rhythm.

In Illustration No. 5 note that
the kicker has stepped forward one pace with his left foot preliminary to kicking with the right foot. Note further that his hands are held at the side of the ball.

With the hands held in this position it is possible for a kicker to release the ball by dropping it simultaneously from both hands. A great deal depends upon dropping the ball in such a manner that it will not twist in the air. If it is dropped at the wrong angle of course the kicker will not be able to control the ball at the moment of kicking.

In Illustration No. 6 is presented a good study of kicking form just as the ball has left the foot. Note that the kicker rises high on his left toe and that the kicking leg follows through.
Further, the foot is twisted showing that at the moment of meeting the ball the kicker gave it the “English” necessary to cause the ball to spiral in the air. It is further interesting to study the kicker’s arms. Some men do not throw their arms at the moment of kicking the ball but they probably would obtain better results if they did. Some kickers take two steps but seldom if ever should a man take more than two steps in punting.

In Illustration No. 7 the kicker is shown following the flight of the ball. Coaches will do well to instruct their men that as soon as the kick is away to be on the watch for a return kick or to be prepared to tackle the defensive quarter back should he escape from the other tacklers.

In Illustration No. 8 the Harvard football squad is shown going through one of the preliminary training stunts. During the war it was found that the men in trench warfare were required to advance in awkward and unusual positions. Consequently in the bayonet schools various training stunts consisting of crawling, hopping, jumping and walking in unusual positions were devised. It was not an unusual thing to see
soldiers being put through the same stunt as that now employed by the Harvard football squad. Dartmouth teams for years have been hardened by means of training activities which have been termed the Dartmouth grass drill.

Football players are required to assume awkward and unusual positions. Where time will permit coaches will obtain good results by giving some attention to these fundamental training stunts.

In Illustration No. 9 the back has just received the ball from center preparatory to making a forward pass. This pass will not be preceded by a run. Illustration No. 10 shows him adjusting the ball while waiting for the receiver of the pass to get down the field. Illustration No. 11 shows the passer with the ball resting on

(Continued on page 42)
It is rather presumptuous for one official to attempt to enumerate a few of the more common faults in officiating unless he begins with the admission that he has been guilty of some, if not all, of these faults. Let the record show that such admission is hereby made.

Faults in officiating may be classified under the two general heads, those of omission, the things officials neglect to do, and those of commission, the things that officials do or do wrong.

Omission

Among the faults of omission, first mention is made of a fault common not only to the football player beginning to officiate, but also to an old time official. That is the failure to review and thoroughly digest this year's rules. How easy it is for an official thoroughly conversant with last year's rules to assume that he is familiar with this year's rules and neglect a thorough reading and preparation thereon.

Another omission is the failure of the officials to check up the field, the marking of the field, the football, the lines, the linesman's line, whistle, horn, gun and all of the many appurtenances and much equipment necessary to a correct understanding and full knowledge of the corrections of the mechanical part of the game. It is well for the Referee, the Umpire, the Field Judge and the Head Linesman each respectively to check up these matters and it is essential that the Referee himself check each one of them in order to be sure that everything is thoroughly prepared and ready for the game.

It is impossible for the best of officials who have worked together for years to get together for the first time on the football field in the game and without a preliminary discussion be in accord on all matters arising through the game and the interpretation of plays. A preliminary discussion among the officials of disputed points, disputed rules, questionable plays, how, when and where respective officials are to be under certain circumstances is often omitted. It should be an invariable rule, when possible, for officials to meet in their dressing room from a half to three-quarters of an hour before the game, dress slowly and discuss all these points thoroughly before appearing on the field. When the officials are on the field the most efficiency with the least possible effort can then be given the game. So that on an out of bounds ball, for instance, all four officials do not attempt to cover the out of bounds, three of them disregarding the other points to be watched.

The omission of co-operation. The point immediately preceding has covered certain elements of cooperation, but not all of them. Co-operation must not only be an agreement as to what certain things are and should be, but it must include an absolute willingness among each of the officials to fulfill his position...
and assume his responsibility with a full mental determination to do his duty in every way toward the best interests and in compliance with the rules of the game. Certain officials know exactly where they should be. They see what occurs. During the game and on hard plays or difficult situations they are free with their advice and absolutely loyal in their support to the other officials. Probably the most essential thing among football officials, to a satisfactory officiating of the game as it should be, is cooperation.

Officials omit to check the substitutes and their names, the number of times out and even sometimes the number of downs. Some officials (a very fine plan) use indicators so they will not forget the downs, others use their fingers indicating the downs. It is well, however, that the Referee and the Head Linesman both check the downs, so that the Referee at any time, by a mere indication of his hand, can secure a check of the downs.

Officials neglect to decide among themselves who shall watch the respective water carriers attending the teams when time is out. This failure always reacts against the officials in the game, especially among the players and the crowd who never fail to notice such an omission.

**Commission**

The errors of commission are not so numerous as the errors of omission, but the many instances are more disastrous.

Nothing can spoil a good official and a game and the respect and confidence of a crowd like hesitation on a decision either because of the lack of sureness of the rules or because of a lack of positiveness with respect to what the official intends to do. If suicide is contemplated from an official's standpoint the changing of decisions is probably the best way to commit it. Not that an official should not be thoroughly conversant with the facts before deciding, but when the facts are presented or seen, the decision should be immediate, final, undisputable and unalterable.

Criticism of the other officials, their methods, the coaching of the players, the method of execution of their plays leads very quickly to an end of an official's career. This does not mean that an official should not talk over good plays, outstanding features, and offer certain criticisms in a spirit of helping the boys or helping the game, but the official who discusses the plays of the teams, discusses the errors of the other officials, or criticises the coaches, players, officials or anything else, very soon finds that the other officials do not want to work with him, nor do the schools and teams desire him to work for them.

Carelessness about apparently small matters is another grievous fault. Two inches more or less where the ball should be placed in the center field may mean the losing or winning of a game later on. Exactness on every play, the time when the game should start, on measurements, on the length of the time out, are all easy to overlook, but are vital to the success of the game. Inexactness or carelessness with a tendency to pass over questionable plays leads to a loss of morale and a control of the game. The play is either legitimate or illegitimate. It is either a foul or not a foul. If illegitimate or a foul, then the rule book provides a penalty which should be assessed. If the play is legitimate or no foul has been committed, such should be the immediate ruling.

**Question:** Rule 18 Section 1 and 2 states the penalty for an off-side man touching the ball is the loss of the ball to the opponents at the spot. May this penalty be declined?

**Answer:** Yes.
"In 1920 at Antwerp, Belgium, I predicted that the American Olympic boxing team which would go over to Paris in 1924 would be composed of a number of well known college boxers. The presence of George Mulholland of Butler University, Ben Funk of Yale, Rage Madera of Penn State, Eddie Eagan of Oxford, Wm. O'Regan and J. A. Hayes of the United States Naval Academy, Adolph Leftkowitch of the University of Virginia, Joe Lazuras of Cornell, J. V. Gromback of the United States Military Academy and Fidel LaBarba who is about to enter Stanford University verified my predictions of 1920. I now believe that the 1928 Olympic boxing team will be composed of a greater number of college boxers because college faculties, trustees and directors are becoming favor-

able to college boxing. Most all of the big colleges in the east and a number in the west are now turning out first class men who are schooled in the manly art of self-defense. There was a time when college officials frowned on boxing, but today they are at the ring side, perhaps not exactly cheering, but controlling with difficulty that ole' he-man. "And what's the reason for this? College boxing is being made more a game of physical and mental skill rather than a game of mere strength such as was taught in the days of John L. Sullivan. The old style of boxing is giving away to the more scientific style. It is true that boxing is a game of strength, but strength properly controlled by the mind. I find that a young man who has trained vision, muscular alertness, perfect coordination, the proper control of every muscle in his body, all of which good boxers must possess, is better fitted for any task he may undertake than one who has not acquired the same skill. These are the principal reasons why boxing is coming into its own in the college world and I dare say that in time most of the public schools in the United States will be offering courses in boxing, just the same as they now do in English."

These are the words of Spike Webb the Olympic boxing coach who directed the victorious boxing team at Paris this summer. This same man, it will be recalled, coached the American team at the Olympic games in Antwerp in 1920, was in charge of the American boxers in the Inter-Allied games on Pershing Stadium in Paris in 1919, is boxing coach at the United States Naval Academy and has the habit of producing champions. The question has often been asked why Spike Webb has attained success as a coach of boxers. The answer is not complex; in the first place he knows the game, in the second place he fairly bristles with enthusiasm, in the third place he is intensely human and as a result his men respect him and
cheerfully do all that he asks of them. Further, no doubt he has been successful because he is imbued with the idea that when he trains a man to box, he thereby and at the same time teaches certain lessons that result in making him a more sturdy and self-reliant citizen.

Following are excerpts from Spike Webb's report on the boxing events at the Olympic Games this summer.

The Eighth Olympic Boxing Championship, the highest honor which can be gained by a boxing team, was won by the United States Olympic Boxing Team at the Veledrome d'Hiver, Paris, France, during the latter part of July, 1924, in six days of competition with representatives of twenty-nine nations. The honor which went to the United States was won solely on the merits of the team as the United States boxers, well conditioned and well versed in the rugged sport of boxing, made a remarkable showing under adverse and strange conditions.

The United States won two first places, two second places and two third places. Two hundred and eleven boxers weighed in to take part in the competition. Sixteen of these were entered in the tournament by the United States. Although there were thirty-one boxers on the American team, only two could be selected for each of the eight classes. As a consequence many able and experienced boxers were not allowed to compete owing to the limit which was placed on the number of entries. The first place winners for the United States were Fidel La Barba and Jackie Fields, both members of the Los Angeles Athletic Club (Continued on page 45)
THE ABUSE OF INTERCOLLEGIATE ATHLETICS

In the eighteenth annual report of the president of the Carnegie Foundation for the Advancement of Teaching are to be found some interesting conclusions under the sub-head "Abuse of Intercollegiate Athletics." The Foundation contributed a sum of money to a committee of five appointed by the Association of Colleges and Secondary Schools of the Southern States for the purpose of assisting this committee in making an inquiry into the condition and administration of athletics in the colleges that are members of the association.

The committee found that the average expenditure for the twenty-six associated colleges that made returns was $24,334.09 and expressed the belief "that the great and constantly growing cost of intercollegiate athletics constituted one of the gravest abuses." This report does not indicate whether this money that was expended for athletics was taken from university funds (taxes or tuition monies) or was the money taken in in the form of admissions charged at the various contests. In most sections of the country athletics are wholly or nearly self-supporting. The committee recommends, as "worthy of consideration, the elimination of gate receipts and the making admission to games strictly a matter of invitation." This latter recommendation raises an interesting question of whether the handling of large sums of money constitutes a menace. Mr. Carnegie has been successful in amassing a large fortune, but society applies two tests to Mr. Carnegie, viz: how did he get his money and what does he do with it? So far as the writer knows, Mr. Carnegie has gotten his money by honorable means, certainly he has endeavored to expend it wisely. Will not society apply this same test to intercollegiate athletics? If it can be shown that the money expended for intercollegiate athletics in these colleges was obtained by dishonorable methods or that it was unwisely expended, then we would have just cause for alarm. In other words, it is to be regretted that the committee did not go farther and not be content with showing that nine colleges expended in excess of $24,334.09 and seventeen less than that amount.

The committee further reports that the average salary paid head football coaches was a little over $3,000. If the salaries of high school coaches and assistant coaches were included the average would be much lower.

"The committee urges that a coach of high character and with a right sense of the relation of his work to that of other departments of the institution has an opportunity to exert an influence for good greater than that of almost any other man associated with the college." When College Presidents and School Superintendents realize that this committee has analyzed the situation correctly and elect the right men to head up their athletics we will hear less about the abuses of athletics. It is difficult to understand how a self-respecting executive can find an excuse for
employing as a member of his staff any man whose influence on the students is bad.

The report goes on to say: "One institution described by the committee reports that it has thirty-one scholarships which are reserved for students of special athletic ability, and that the alumni of the college raise a fund annually to pay board, room rent, and other minor college expenses of its athletes. This same institution states its belief that one of the great evils of intercollegiate athletics lies in the commercializing of the standards of athletic ability." This statement, of course, is as ludicrous as would be a tirade against liquor by a man full of moonshine.

"Betting is a growing feature of the most important football contests," according to this committee. Everyone who is conversant with modern football must realize that the gamblers will kill college and high school football if the coaches and directors do not or cannot handle the situation. In the Western Conference for several years the Directors have urged students and alumni to refrain from betting on the games and as a result have seen betting reduced to a very small minimum. This shows that the evil can be abolished if the athletic men will assume the responsibility of conducting educational campaigns along this line each fall. Dr. Tiggert, Commissioner of Education of the United States recently prophesied that football would be abolished in ten years if the present gambling conditions were not changed. Dr. Tiggert formerly was a college athlete of renown and a coach and director and cannot be charged with being prejudiced against athletics.

In the summary of the abuses incident to present-day inter-collegiate contests the committee lists the following: "intercollegiate sports of benefit to too few students." It is not clear whether the committee means that because a few students play on the institutional teams that the rank and file will not play football or believes that it is desirable for more than the one team to play interinstitutional games. The Journal does not hold to the opinion that more men would play football if there were no extramural competitions. We need both intercollegiate athletics and intramural athletics and we will build up intramural athletics by constructive efforts rather than by attacking interscholastic and intercollegiate athletics.

EDUCATIONAL ATHLETICS

The sportsmanship today of the athletes in our best schools and colleges is of a high order. It is true that in some few institutions the players bark at the officials whenever penalties are imposed against their teams and fail to observe the football code as regards their attitude toward their opponents. These institutions, however, are in the minority and will soon learn the meaning of sportsmanship or self-respecting institutions will not schedule games with them and officials will refuse to work in their games. The responsibility of the coach and director, however, does not stop with the teaching of sportsmanship to the athletes. In fact his biggest task is that of educating the student body and spectators in general to the point where the majority will have an appreciation of the finer qualities of sportsmanship and will manifest the proper attitude toward visiting players and officials. Some athletic directors have felt that this was not their job. The men, however, who understand the real purpose of athletics and appreciate the fact that by means of the games character may be molded not only on the fields but in the stands will give attention to the problem of educating the followers of the teams.
A YEAR’S COURSE IN PHYSICAL TRAINING FOR HIGH SCHOOL AND COLLEGE

BY

ROBERT NOHR, JR.

Mr. Nohr was graduated from the Normal College of Physical Education of the American Gymnastics Union in 1913. He was Supervisor of Physical Education and Recreation in the public schools of Richmond, Indiana, from 1913-17. He was Director of Physical Education in the public school of Gary, Indiana, in 1918 and has been instructor in educational gymnastics, applied anatomy and physiology of exercise in the school of physical education in the State Normal College, LaCrosse, Wisconsin, from 1918 to the present. Mr. Nohr’s program will be continued in subsequent issues of the JOURNAL throughout the year.—EDITOR’S NOTE.

Before attempting to present the actual content and material, it will be necessary to give brief instruction in the theory and method of conducting each group of lessons. Much depends on an understanding of how to use the material to get the results. I have attempted to give only the essentials and will supplement these with instruction wherever necessary in each part of the lesson.

There are two big problems confronting the instructor in arranging a program; namely, 1. Types of material. 2. The time allotment and sequence for each type.

I. Types of Material.

A. Tactics.

This work is frequently spoken of as marching. The objective should be to produce good posture and graceful carriage in walking and a knowledge of the fundamental activities and formation to facilitate the handling of the class. It is valuable as introductory work. The time allotment is short, as there is little physical value.

B. Formal Drill Work.

This includes free exercises with or without hand apparatus. The objectives should be to obtain good posture, correct and prevent deformities, secure alertness of response to commands and bodily control and co-ordination. A rational increase of organic functioning will be obtained when the work is executed vigorously.

C. Apparatus Work.

This work should be simple and such activities should be given which arouse the inherent motor activities in man; such as, climbing, swinging, jumping and vaulting.

D. Natural Gymnastics.

Such elements of athletic activities and activities of everyday life should be practiced in a more or less formal way as class instruction, the objective being perfection of the finished activity by practicing its fundamentals.

G. Games — Athletics, Proficiency Aims.

II. Time Allotment.

According to their values, the various types should have the following allotment on the basis of a 45-minute lesson.

“Breaking in a class.”
“Regular.”
Minutes.
The top half of the above chart shows the division of time for the instructor when breaking in a class. The lower half shows the regular division of time.

Illustration I.

These schedules should not be inelastic. In presenting new material and in giving tests of various sorts, certain elements must be omitted entirely and emphasis placed on the work to be accomplished. This will be particularly true in the spring and fall with the opportunity of taking classes out of doors for work of entirely hygienic and recreational nature.

Organization

When first meeting the class, the instructor will necessarily spend quite a little time in arranging those details of organization such as: instructions as to the use and abuse of various apparatus, locker room, conduct checking enrollment, etc. No effort will be made to go into these details.

The initial work with all classes should be devoted to instruction in the fundamentals of alignments, commands and preliminary activities in order to be able efficiently to proceed with the real work.

Alignment.

If the class is small, arrange in a single front rank facing the instructor with the tallest at the right. A large class may be divided into several long ranks—one in the rear of the other.

Command: “Fall in.”

Coming to Attention.

The feet are together, chest raised, arms along the side of the body and the chin in.

Command: “Attention.”

Counter command: “At ease.”

Dressing the Rank.

Turn the head to the right, place the left hand on the hip and take distance.

Command: “Dress—right.”

Counter command: “Front.”

Facing.

Command: “Right (L.)—face.” Turn one-quarter turn right on the right heel and left toe on the count 1; close the left to the right on the count 2.

Marching in Place.

Command: “In place—march.”

The knees are raised slightly forward so that the whole foot is raised from the floor. The feet should not be scraped over the floor.

Marching forward about the Gymnasium.

Command: “Forward—march.”

After the class has faced to form a flank rank the above command is given. Assume a brisk marching rhythm and learn to carry the body gracefully. There should be a good arm swing.

Halting.

Command: “Class—halt.”

The command is given as the right foot strikes the floor, and then one step left should be taken and the right to the left closed.

Running.

Command: “Forward—run.”
The class should assume a steady gait and keep order.

For the work in free exercises the most simple formation would be forming a body of front ranks of fours, then marching through the center of the space or along one side, halting and then opening ranks.

Procedure.
1. March about the gymnasium in a long flank rank.
2. Form a body of front ranks by facing by fours at the command “First four face left (R.) and the rest follow—march.” Each set faces at the same spot at which the first faced.
3. March in column through the center or along one side.
4. When the first rank arrives in the position desired have them march in place, the ranks closing up to a distance of 4 steps between ranks.
5. When all are in position give the command “Halt.”

1. The outside files take three side-closing steps outward.
The inner files wait until the count 5 and take one closing step away from each other.
The movement takes place in 6 counts.
2. The outside file takes 6 side-closing steps L. (R.)
The second file waiting until the count 5 takes 4 steps.
The third file waiting until the count 9 takes 2 steps.
The fourth file remains stationary.
The movement takes place in 12 counts.

Lesson I
Tactics:
1. Improve the execution in facing. Acquire quick response and good execution.

2. Marching about the space.
While marching give the following activities in marching:
a. “On toes—march.” Raise the body as high as possible. To assume the common step again give the command “Forward—march.”
b. “Hands behind head—place.” The fingertips are touching behind the head and the elbows well back. Counter command “Hands—lower.”
c. “Arms sideward—raise.” The arms should be pushed well back of the shoulder line. Keep the head up and chest active. Counter command “Arms—lower.”
d. Running. Command “Forward—run.” Running should be in rhythm. At the beginning 2 minutes for the run is enough.

Free Exercises.
2. Arms for thrust-bend.
3. To a side-stride stand with hands on hips—jump.
Bend upper trunk back ward (Raising chest)—1. Straighten—2. (Execute only on command and hold position).
To position—jump.
4. On toes—rise. Lower. (On command several times).
5. To a side-stride stand—jump.
Bend trunk forward touching floor—1. Straighten—2.
To position—jump.
6. Fall to a squat stand with hands on floor—1. Jump to a stand—2. (Should be executed quickly at the command).
Bend trunk L.—1. Straighten —2. Same R.—3-4. (Keep head in line with trunk and do not twist).

8. Running in place with raising knees high-run.
9. Same as 8 but facing L. or R. on command while running.

Athletics

Activity.

Running broad jump on mats as a class exercise. Alignment.

Illustration 2

The first four from one end of the class will take their positions. At the command “Run,” these men will run and jump from the take-off onto the mat and the next four will run to their positions. This is then repeated. The members of the class will move to their right as each four advance to their right.

Instructor should take time to correct faults and give suggestions.

Increase the difficulty by moving the take-off or the mats forward. No effort should be made to make great distances but to develop good form.

Game

Activity.

Battle Ball

Divide class in two sections and line each section up at each side of the gymnasium, members being about two feet apart. Draw a line between the two sections at the middle. Use a basketball.

The object of the game is to advance to the line and to throw the ball through the line of the opponents. Any throw passing through from the head down counts one point. No throw counts if a man steps over the line.

After the game is played well, two balls may be used.

Lesson II

Tactics.

1. Marching about the Gymnasium.

While marching give the following activities in marching:

a. “With raising knees high—march.”

b. Swing the L. arm fore-upward.


A movement on the first of every 4 counts. Give the command “Begin” and the class changes the position of the arms every four counts.

c. Alternate four stride jumps and close (8 counts) with 8 marching steps forward. (8 counts).

2. Running. Increase the time to three minutes. You may vary the running with running with raising knees forward or raising the straight leg forward.

Free Exercises.


2. Arms for thrust—bend.


Arms—lower.

3. To a side-stride stand—jump.


To position—jump.

5. Stride L. sideward and place hands on hips—1. Lower trunk forward—2. Return—3-4. (Striding is to raise the leg sideward ankle high and then transfer the weight upon it so that each leg carries an equal amount. Lowering the trunk is to incline the trunk forward with the back flat).


7. To a side-stride stand with raising arms sideward—jump.


9. Same as 8 but face L. on the first of every 4 jumps. Same turning R.


**Apparatus**

**Activity.**

Development and simple progressions of the squat vault on the side horse.

**Alignment:**

See Diagram 2.

1. Jump to a knee mount L. Jump backward to a stand. Same R.

2. Jump to a squat mount L. Jump backward to a stand. Same R.


5. Squat jump forward from a stand to a stand.

The feet should not touch the horse while going through the saddle and the legs should be held forward momentarily before alighting. The knees should be bent and the arms raised sideward at the finish.

**Progressions.**

1. Squat vault to a support rearways. (Do not alight). Swing L. leg backward over L. hand. Swing R. leg backward over R. hand. (Now in the support frontways). Jump to a stand and immediately squat vault forward to a stand.

2. Squat vault to a support rearways. Squat backward to a stand and immediately squat vault forward to a stand.

3. Squat vault with a ¼ turn L. Squat vault forward to a stand.

(Continued on page 25)
THE FORWARD PASS

BY

GEORGE H. PRITCHARD

Mr. Pritchard was graduated from Ohio Northern University where he played both quarter-back and end. He has had wide experience as a Director of Athletics and Athletic Coach for a number of years. He has been Director of Physical Education and football coach at Drury College, Springfield, Missouri. This year he accepted a position of Director of Athletics at Hiram College, Hiram, Ohio.—EDITOR'S NOTE.

There is some question as to whether or not the forward pass ought to be considered as an offensive play in football, since many times it results in a score for the side that did not put it in play. If considered as an offensive play it must be remembered that it is likely to result in disaster, either as a result of mechanical or mental error.

The pass to be an effective weapon of offense must hide the intention of the passer when the play starts. So far as the backfield is concerned it should look like the ordinary running play from a formation. Each formation in its cycle of plays should contain a pass that should start in the same manner as the running plays from that formation. A forward pass formation in itself is not so effective since the intent is easily detected by the defense after being tried a time or two. A large number of our games show that an intercepted pass is apt to result in a touchdown or in the ball being placed in position for a touchdown.

The continual threat of the offense to pass does more than anything else to keep the secondary defense from coming up quickly to stop running plays. A gain on a pass from a running formation that gains ground does more than anything else to make your running plays gain ground. To be effective it is not necessary to have more than two or three men breaking for an open spot to receive a pass. More than that gives the play away to the defense.

There are two general methods of getting the receiver of a pass in position to get the ball. One is for the receiver to take a definite path expecting the ball at any time or after he gets well down the field. The other that of the receiver being at a certain spot for a pass after cutting or circling to throw off the defense. Either are good and effective.

The matter of protecting the passer and of protecting the pass is fundamental. Having a lineman or two to protect the passer is good, as is that of having one or more backs to protect him, so that he can step up between two men and be protected as he passes the ball. The passer and the men that protect him should immediately hurry to the side where the ball has been passed to tackle anyone who may intercept the pass.

The punt formation from which a good running play or two has gained ground is good for the long pass down the field to an end who can catch passes running at full speed. This play may be used in the middle of the field to make a good gain and may be used for a pass to a man who cuts to a certain spot for a shorter pass. The danger of the defense turning a pass into a score must be stressed to players at all times. However,
BASKETBALL OFFICIATING

BY

JOHN SCHOMMER

Mr. Schommer was graduated from the University of Chicago where he competed in football, basketball and track. He is one of the best known basketball and football officials in the middlewest and is recognized everywhere as an authority on the rules.—EDITOR'S NOTE.

The qualifications necessary for a good basketball official are many. He should have a thorough knowledge of the game; a whole-hearted love of the sport; a level head to pass with sense on disputed points of the rules and should know what the rules are actually trying to prevent. He should have had a considerable playing experience and present a pleasing personality to the players. If players dislike an official it may handicap their playing ability. Further, an official should have endurance, speed and a sixth sense that prompts him to be at the point of greatest importance whether it be to watch an out-of-bounds play, the scoring of a goal, or to watch for an infringement of rules.

There are three ways in which a game of basketball may be officiated. One is to call every infringement however slight; another is to call nothing short of a "slug" or a deliberate trip and the other course is a middle one based on experience and good sense that eliminates the ultra technical foul.

The first type of officiating a game by calling everything is probably safest from the standpoint of an official; the second type is the brand that causes breaks in athletic relations between colleges; and the third or middle course is the kind of basketball nearly all coaches, expert players, and audiences enjoy.

From the standpoint of administering the rules an official of course should know the code thoroughly. But the rules that cause nearly all the trouble in officiating basketball games are the following infringements: "out-of-bounds," running, holding, pushing, charging, blocking and hacking.

When the ball hits the edge of the backboard, or the out-of-bounds line, or the floor back of the line, or a player catches the ball when standing out-of-bounds it is evident enough to alert officials. But when players are crowded under a goal and struggling for the ball which may be handled by three or four different players in an instant and then deflected, out-of-bounds, below the vision of the shoulder line from crowded players an official must be fortunately situated to see who touches the ball last. The official must call a jump ball whenever in doubt. When an out-of-bounds is miscalled and then the decision instantly reversed the referee must take time out so no injustice may be done the team first informed it was their ball out-of-bounds. When time out is called with the ball out-of-bounds the official should hold the ball and ask the captains if they are ready, then blow his whistle and then give the ball to the player standing out-of-bounds. This procedure will prevent an unfair return.

An out-of-bounds play that causes trouble is when a closely guarded dribbler is crowded out or pushed out-of-bounds. The points involved are as follows: Was the dribbler deliberately pushed out by the hands, chest or stomach? Did the player with
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the ball attempt to circle guarding a player and run out or deliberately run into an opponent and bounce out, or did the player with the ball reverse, bend over, and make contact while guarding the player and go off balance and stumble out? If a player was deliberately bumped out with the body of an opponent or pushed out with his hands, then a foul should be called. If a player runs out or on reverse makes very slight contact and then jumps out to invoke penalty give the opponents the ball. When in doubt the fairest way is to call a jump ball. Occasionally a man accidentally pushed out may be given the ball. Only your judgment can decide.

Traveling or running with the ball is now a violation and is variously called. In some sections of the United States any movement of the feet beyond the prescribed limit is instantly called. In the "Big Ten" there is an interpretation of the run that governs "mere shifting of the feet" and "stopping as soon as possible" if catching a ball on the dead run. "Mere shifting of the feet" relates to progress without an appreciable advancement with the ball while in the back field and no guarding opponent is near. To "stop as soon as possible" means a determined effort to stop must be made. The rule means to be lenient particularly to men on a dead run leaping high in the air and then attempting to regain equilibrium.

All reverses, starts of dribbles, and "stops as soon as possible" where an evasion of a guard is gained must be closely watched for.

Holding is retarding the freedom of movement of an opponent and it has many variations such as "two arms around"; grabbing an arm or wrist instead of the ball; grabbing the neck or shoulder of a dribbler; jumping up for a ball off an opponent's shoulder; stepping on the foot of an opponent to prevent or retard a jump; holding back a player by grabbing parts of clothing; or clamping elbow over leg of an opponent and retarding movement.

Pushing is usually done with one hand or both, or with elbow, shoulder, hip, stomach, chest, or knee.

Pushing is resorted to in order to gain a lead on an opponent in a race for a ball, or to gain possession of a rebound, or to push a player from the ball or a play. The chest in a push is often to push an opponent on a jump ball; the stomach to bump a man out-of-bounds or to throw a player, with the ball on a reverse, off balance; the elbow to jam a player with the ball out of bounds or push an opponent off balance; the shoulder to shove apart crowding players from the ball or a play; the hip to "hip away" an opponent tearing in after a ball or an opponent on a jump ball or leaping for a ball; and the knee on the men under the basket.

Charging is rushing violently into a player or players making bodily contact in a deliberate attempt "to play the man" and not the ball. Usually the foul is made on a player who is bent over with the ball and an opponent rushes and bumps the player with the ball to the floor or knocks him off his balance. It is also made when a player rushes in to knock away an opponent when two men are struggling for the ball.

Blocking is deliberately impeding the progress of an opponent who has not possession of ball. This is done by jumping in front of a moving player causing a collision. It may be done anywhere on the floor and must
especially be watched for under the basket when men are closely bunched.

Hacking is a foul resorted to in an effort to deflect a shot at the goal or a pass. Usually the foul is made from the rear and it is executed by bringing the hands or arms across the opponent's extended arm or arms. Sometimes it may be a legitimate effort to slap the ball, but poorly timed or a sudden shift on the part of the opponent invokes the foul.

A Year's Course in Physical Training
(Continued from page 20)

4. Squat vault with a 12 turn L. Same R.

Game

Dodge Ball in a Circle.

Mark a large circle on the floor. Divide class in two sections one forming in the circle and the other around the outside. The object of the game is to hit the members of the side in the inside with a basketball and upon being hit that member is out of the game. Members on the outside may not step over the line while throwing.

Play is continued for a given number of minutes and then the sides change places. Points are scored as to the number of members who are left at the end of the period of time.

Play may be continued until all members are hit and then the side remaining in the circle the longest wins.

Question: How many world's records are held by the United States in track and field?

Answer: The United States holds thirty-five of the ninety world's records for track and field events recognized by the International Amateur Federation. Great Britain is next with twenty-five, and Finland is third with twelve.

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Write for Catalog No. 110
The Western Conference Committee on Football Officials held a joint meeting October 3rd with some twenty-five officials. The purpose of this meeting was to discuss the technique of officiating and in the interest of uniformity of rulings. The following minutes of the meeting are presented to the Journal readers.

I. Rule III. Sec. 2.
The Field Judge will be provided with a pad on which he will keep a record of the players by their numbers each quarter.

II. Rule III. Sec. 3.
The officials will enforce this rule and especial attention is called to that part of the rule which forbids the use of hand protectors that are constructed in whole or in part of sole leather, papier mache or other hard or unyielding substance. The rule provides that shoulder pads must be as thoroughly padded on the outside as on the inner side. As regards cleats on the shoes, the officials will forbid the use of conical cleats, the points of which are less than three-eighths of an inch in diameter or of oblong cleats that do not measure at least one-fourth of an inch by three-fourths of an inch. Umpires will inspect the equipment in the dressing rooms before the game.

III. Rule IV. Sec. 1.
The referee and field judge will notify the two coaches ten minutes before the time scheduled for beginning the game and three minutes before the expiration of the fifteen minute intermission.

IV. Rule IV. Sec. 4.
The field judge will fire his pistol denoting the end of each period even though a play may be in progress, but the ball will not be considered dead until the referee blows his whistle. The referee will blow his whistle and declare the ending of a period as soon as possible after the gun has been fired unless a play is in progress.

V. Rule VI. Sec. 1.
Players will be permitted to make a heel mark for the ball but will not be permitted to scrape a hole back of the ball. Where the ball is held for a place kick at the kick-off the player holding the ball will not be considered as off-side.

VI. Rule VII.
At the kick-off the umpire will stand at one side of the field on a line with the ball and will watch for off-side. The field judge will stand on the ten yard line down the field and rule whether the ball was kicked ten yards. The head linesman will stand down the field on one side line and will mark the spot if the ball crosses the side line. The referee will stand down the field near the side line opposite the head linesman.

VII. Rule VIII. Sec. 3.
If the side that is kicking off elects to kick from behind the middle of the field the restraining line for the defensive team will be ten yards in front of the ball.

VIII. Rule IX. Sec. 5.
If a backfield man is the eighth man on the line of scrimmage, whether on the end of the line or not, he will not be permitted to be in motion unless he is five yards back when the ball is put in play.

IX. Rule X. (b).
If a fumble occurs on a try for
point after touchdown and the team attempts to advance the ball by rushing or passing and the ball is recovered by a defensive man no play shall be allowed.

X. Rule XIV. Sec. 2.
The referee will not extend a time out period though the other captain may request it. However, an additional time out may be granted upon the request of the captain concerned. If the referee takes time out for an injured man though not requested to do so by the captain the time out shall be charged to the injured man's team.

XI. Rule XVII. Sec. 4.
A forward pass will be considered as completed if the ball is momentarily held by the man who receives the pass. Further, if an opponent makes contact with another player after the forward pass has been touched by the latter even though at the moment he may not have possession of the ball this shall not be construed as interference.

XII. Rule XVIII. Sec. 3.
1. If a kicked ball does not cross the scrimmage line or does not hit an off-side man all of the players on both teams shall be considered eligible to recover the ball. If the ball in this case is recovered by a member of the kicker's team it shall not be considered that the continuity of downs was broken unless it had been in the possession and control of a member of the defensive team.

2. If the ball hits an off-side man no play shall be permitted by the offensive team but the defensive team may take the ball at the spot where it hit the off-side man or decline the penalty and run with the ball.

3. It will be understood that approved Rule 7 shall remain operative.

XIII. If case of a wet ball

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**Western Utility Basketball Uniform**

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Athletic coaches will find a surprising number of interesting new features in the Western "U" Basketball Uniform. The last word in Utility.

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**Western Sporting Goods Mfg. Co.**

126 North Union Avenue

CHICAGO
no official shall be expected to carry a towel to be used in wiping the ball but the referee may grant the two centers permission to lift the ball for the purpose of wiping it and any player may carry a towel for that purpose.

XIV. When any captain has time taken out the official shall not demand that play be resumed before the expiration of the two minute period.

XV. On attempted goals from the field the field judge will take a position to enable him to decide whether the ball passes under or over the cross bar.

XVI. When a team punts the referee will stay behind the kicking team until the ball is kicked and the field judge will assist the referee by raising one hand over his head to indicate that in his judgment the referee should blow his whistle and declare the ball dead. The field judge shall also be prepared to advise the referee as to what men should be given the ball.

XVII. The referee and umpire may call off-side in the line but the headlinesman's decision shall be final.

XVIII. When the game is in progress no one shall be allowed to come onto the field of play to discuss an official's decision, neither shall an official while the game is in progress be expected to support his ruling by showing the rules book. All four officials, however, will be responsible for any decision involving an interpretation of a rule. This means that if one official errs in his interpretation of a rule the other officials will be expected to check him before play is resumed.

XIX. No official will call "free ball."

XX. When attendants are permitted to come onto the field of play the umpire shall accompany the first one and the field judge the second one.

XXI. The head linesman will choose as an assistant some person on the field who will mark the spot of the previous down. This will permit the head linesman to take up a position on the field of play when the teams are lined up near the opposite side line. Further, this will make it possible for the head linesman to assist the referee on out-of-bounds plays on his side of the field.

XXII. The officials will rule that the forward passer is entitled to no more protection from the defensive players than is any other man.

XXIII. Referees will not blow the whistle when backs are in motion or when a man in a shift does not come to a stop until the play is consummated.

XXIV. The officials will rule that the last sentence of Rule XVIII Sec. 3 "If a return kick be made, no player of the team making the return kick may touch the ball until it touches an opponent" be interpreted to apply to a returned kick-off as well as a returned punt.

XXV. When officials call fouls they will report to the referee stating both the foul and the penalty.

XXVI. When a punted ball crosses the goal line the field judge will signal by swinging his arm vertically to indicate that the ball has crossed the line.

XXVII. When a kicked ball is fumbled on the field of play and then crosses the side line, the field judge shall cover the ball instead of marking the spot where the ball crossed the line.

XXVIII. Inasmuch as it is contrary to the law of most states for an individual to carry a concealed pistol, it is recommended that the home management in
NOW IT IS—

SPEED AND ACCURACY

"— — — and speed and accuracy are increased by the consistent use of ATHLETIC LINIMENT."

(Signed)
Coach (Chick) MEEHAN
University of Syracuse
N. Y.

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RULES THAT ARE NOT UNDERSTOOD

There are a few football rules which are almost universally not understood by the majority of players. Among these might be mentioned the following:

1. When a substitution is made should time be taken out, and if so, should time be charged against the team making the substitution? It is almost a universal practice for the referee to take time out when a substitution is made and to charge the time out to the officials and not to either team. When a team is within striking distance of a goal and time is nearly up for a half, a smart coach will sometimes make frequent substitutions under these conditions for the purpose of having time taken out. Of course, the advantage of this maneuver is apparent since the field judge stops his watch as soon as the referee signals him and does not start it again until the ball is actually put in play. With time out after each play it is possible to run off seven or eight or even nine plays in a minute while ordinarily only two or three plays a minute are executed. When a coach does send in substitutions at this stage of the game the players on the other team are apt to question whether or not the team on offense should be punished for delaying the game. The referee has it within his power to penalize the offensive team for delaying the game under these circumstances, but ordinarily he will not do so unless the string of substitutes in his judgment is unreasonably long.

2. Another point that is quite generally misunderstood is the one regarding Rule 14 Section 2. This rule states that "Either captain may ask that time be called four times during each half without penalty. If thereafter, however, time is taken out at the request of the captain, his side shall be penalized by a loss of five yards (unless a player for whom time is taken out be removed from the game)." There are two points involved here, which seems to cause some confusion, namely the first four times out count against the team whether substitutions are made or not. If a proper substitution is made on the fifth, sixth, seventh or later times out the penalty will not be invoked. The other point involved here is that if a substitution is made and the penalty is not to be imposed, then the man for whom time out was called must be removed from the game. This raises an interesting question in these days when it is a rather common practice for a captain to call time out when his team is being rushed off its feet. Under these circumstances he frequently does not designate any special man for whom time is taken out. If the referee permits this and then substitution is made, the question arises as to what man should be taken from the game in order to save the team from having the penalty inflicted.

3. Another play that often times causes argument is this. A member of a team makes a fair catch and the captain states that he will put the ball in play by means of a place kick. The catcher of the punt lays the ball on the ground before the referee has blown his whistle signifying that play may start the other team claims that the kick should not be allowed. The rule states that if the ball touches the ground either by accident or otherwise after the referee blows his whistle signifying that play may start the other team claims that the kick should not be allowed. The rule states that if the ball touches the ground either by accident or otherwise after the referee blows his whistle signifying that play may start then the kicking side will be penalized by being forced to kick from some point at least five yards back of the original mark. This, of course, means that if the ball is allowed to touch the
ground before the referee blows his whistle signifying that play may start, no foul is involved.

4. Players sometime insist that on a try for point after touch-down, the ball must be put in play on the three-yard line. The rule, however, provides that it may be put in play or on outside of the three-yard line. In other words, this means any point further back, namely on the five-yard line, ten-yard line or whatever spot is designated by the team that has just made the touch-down.

5. A number of questions are frequently raised regarding the kind of plays that are permitted on a try for point after touch-down. For instance, Team A attempts an end run on a try for point after touch-down. The man is tackled and fumbles the ball on the field of play. A member of Team B, the defensive team, recovers the ball and fumbles it forcing it over the goal line where a member of Team B falls on it in the end zone. The question is whether the point should be awarded Team A and the answer is "No" because the rules state that the ball shall be put in play by a scrimmage and the additional point may be allowed the team that successfully executes a single play by carrying the ball across the opponent's goal line. The rule further states that if a fumble occurs and the ball is legally recovered by the team making the try, play shall continue until the referee declares the ball dead.
The University of Illinois has this year adopted the policy of requiring four years work in physical education of the incoming freshmen. This requirement will apply to succeeding classes of freshmen and means that hereafter all students entering this university will be required to enroll for two hours a week for each of the four years of attendance. This is a great step forward and will be of interest to all physical educators. So far as Illinois is concerned, this will answer once and for all the criticism so often made that the majority of the students are not given adequate physical education.

The attention of the Journal readers is called to the fact that the course as outlined is splendidly diversified. Instruction will be given in individual gymnastics, swimming, individual athletics and in some of the highly organized games. The following announcement is taken from the bulletin which has just been issued by the Department of Physical Education:

**Physical Education Information for Men—Four Year Course**

"All freshmen entering the University this year will be required to take four years of work in Physical Education, two hours weekly. It is the purpose of the Department of Physical Education to make this program as interesting and as beneficial as possible. As drawn up at present the program is as follows:


"Junior—Individual Gymnastics, Basketball, Playground Ball, Baseball, Soccer, Life Saving.

"Senior—Individual Gymnastics, Volley Ball, Tennis, Golf, Hand Ball.

"Other activities will be added as conditions warrant.

"It should be pointed out that these courses are to be so far as possible educational courses. It is our purpose to teach the fundamentals of the various activities; feinting, punching, blocking and guarding in boxing; passing, catching, dribbling and shooting in basketball; driving, approaching and putting in golf; and similar practices with the other sports. By this means the general standards of athletic competition will be greatly improved.

"Each student will be allowed to elect two activities each year, one each semester. The same activity cannot be elected twice. Thus at the end of four years a student will have had eight distinct courses.

**Medical Examination and Registration**

"All freshmen are required to take a medical examination and to register for physical education. They are classified for work in physical education according to the results of the medical examination. Arrangements for the examination may be made at the Health Station. The examination is free if taken within ten days following registration. For examination at a later time a fee of $5.00 will be charged. Examiners will be available at the Health Station Saturday morning, September 20, and all day Monday and Tuesday, September 22 and 23. Those who can are urged to take the physical examination and medical examination before registering, since by so doing the student's classification in the physical education courses can be determined in advance and his registration greatly facilitated. Students who do not take the physical examination prior
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to registration will be subject to classification later and may have materially to alter their original schedules.

"Physical Education 31a, b, c and d have been substituted for Physical Education 1, which was formerly required of all freshmen.

"Directions for students who have taken the Medical examination.

"Men who have pronounced physical deficiencies will be given a RED card so stating, and must register in Individual Gymnastics (P. E. 31a). This course meets five times each week, for which one and one-half hours credit is given. Men taking this course will, on petition, be excused from military training.

"Men who are physically sound and cannot swim fifty yards will be given a GREEN card and will be required to take swimming. (P. E. 31b).

"Men who are physically sound and who can swim fifty yards will be given a YELLOW card and should register in either Individual Athletics or Gymnastic Stunts (P. E. 31c or P. E. 31d).

"All those who receive cards should keep them and show them to their adviser.

"Directions for students who have not taken a medical examination.

"Men who have not taken a medical examination before registering will not receive cards and should register in either Individual Athletics (P. E. 31c) or Gymnastic Stunts (P. E. 31d).

"Students who have credit for Physical Education 1 only should register for Physical Education 31c or 31d.

CLASS REGULATIONS

"1. Two make-ups are required for each excused absence (cut).

"2. One make-up is required for each excused absence except in special cases (hospital, etc.). Only excuses from Dean Clark's office will be accepted.

"3. Students arriving after roll is taken are considered late. Each late requires one make-up.

"4. Students may get only one gym credit a day. Make-ups must be worked off on days other than regular class periods in any class or by special arrangement.

"5. Students working off make-ups are asked to stand in rear of the class and give name, section and number to the man checking the roll.

"6. All excuses must be presented by the holder to the office to get credit for the same. No excuse will be accepted later than ten days after date of excuse.

"7. The regulation uniform is white shirt, blue pants, soft-soled shoes, stockings and sweat shirt. Students will not be given credit for presence unless clad in a regular uniform that is clean.

"8. Grades are given on attendance and sincerity of work:

No. cuts ... A cuts ... E.
1 cut........ B (Note: 2 excused absences equal 1 cut)
2 cuts....... C
3 cuts....... D
4 or more

"9. Records will stand as posted unless absolute proof to the contrary is produced. If you notice any error in the records, call our attention to it at once.

"S. C. STALEY,
"Asst. Prof. of Phys. Ed.”

Q. If an unnecessary roughness foul were committed just as the referee blew his whistle ending the first half should the penalty be inflicted just as though the foul occurred following a touch down?

A. The referee would be justified in so ruling. If some interval of time had elapsed, however, between the signal for the end of the half and the foul which occurred during the intermission it is doubtful if he would have jurisdiction.
Football as It Is Being Played
(Continued from page 5)
tackle. Note in this formation that the end on the strong side plays wide.

![Diagram 9]

A Michigan forward pass.

In this play the two ends run toward the left, the right end going well down the field. The number two back works into a position for a short pass from center. Some coaches send the receivers to given spots and others instruct their men to hunt the open places. The passer fakes and runs to the right and then passes to the man who is in the open.

Question: On a kick off, Team B receives the kick and the man receiving the kick attempts to make a side pass to a team mate. The pass, however, goes forward. What is the penalty?

Answer: The defensive team commits a foul since the team that put the ball in play is not allowed to make a forward pass. The penalty is fifteen yards from the spot of the foul.

Question: May a substitute taken out in the first half return again in the first half?

Answer: No. The rules state that a player who has been withdrawn from the game before the start of the third period may return at any time during the second half.
CHATS WITH COACHES

The Flexible Line

Within the last few years there has been a marked tendency on the part of coaches to stress more and more speed and agility in their lines. The reason for this may be traced to the more general use of shifts on offense, to the employment of line men in the interference, to the fact that modern offense calls for a versatile line on defense and to the recognition of the value of line men who can handle forward passes.

While formerly coaches would choose a big bulky type of line man of ordinary intelligence in preference to a smaller but smarter player, today the obverse is true. Last year Notre Dame's line was more or less characteristic of the trend of the times. Rockne's line men were with possibly one exception men of medium size but they were smart, aggressive and very mobile. The indications are that while every coach will prefer big men provided they possess the other requisites, yet nevertheless they will compose their lines of men who can cover considerable ground on defense, who can tackle in the open, who can cut down the secondary defense or run in the interference and who will not be easily outwitted by modern offensive strategy.

University of Kansas Finances

The following press dispatch gives an interesting summary of the last financial year at the University of Kansas. Those who would condemn college athletics on the ground that they are commercialized, although the meaning of the term commercialized is not clear, would if consistent place their stamp of approval on the Kansas Relays, and on Kansas baseball, track, wrestling, tennis, boxing, golf and swimming because, according to this report those activities were conducted at a loss. Perhaps it is well for these sports that football and basketball showed a profit, otherwise, it is not clear how the losing branches of athletics would have been maintained.

"Lawrence, Kas.—Football and basketball were the only paying sports at K. U. last year, according to the figures disclosed when the books were recently audited by a certified public accountant. The gridiron sport netted the athletic association $31,991.21.

"However, the athletic association is far from being in the hole. The books show a balance on hand for June 30 of $40,050. This money is tied up in real estate, equipment, and various other things which are necessary where athletics are concerned.

"The gross income for football was $58,676 and it must be taken into consideration that this represents the part which remains after the other teams get their share. The expenses for the gridiron sport were $16,685.

"The amount taken in on basketball was $10,266 and the expenses in this sport amounted to $6,856, which leaves a profit of $3,410.

"The athletic association lost $3,569 on baseball. Track found itself in the red to the amount of $4,228. All the other sports which are classed as minor activities lost money. Wrestling lost $1,787; tennis, $850.21; boxing, $42.85; golf, $205, and swimming, $85.16.

"The Kansas Relays cost the University the sum of $4,028.22. Three thousand three hundred eighty-five dollars were put out for the stadium maintenance. The net gain for the year was $11,150. Out of this the athletic association paid for part of the tract of land south of the gymnasium.

"The total amount taken in for the year was $109,891 and $42,839 was paid to the visitors. This leaves $67,052."
The Democracy of Football

An editorial in the Newcastle (Pa.) News on "Football" calls attention to the fact that football is serving the purpose of bringing the general public into a closer contact with our educational institutions than formerly. While some few may still talk about class consciousness and decry the public interest in football, the majority who believe that the schools and colleges were created to serve the public will rejoice because large numbers of American citizens flock to the campus each Saturday and mingle with the academic groups about the football fields.

"In every university, college and high school the flower of American physical manhood is now in training for the football season which officially opens late in September. When the training season is over and the coin is tossed on hundreds of gridirons for the kick-off of the opening game the nation will have presented to it a vast army of young men physically perfect and determined to win.

"No longer is the gridiron sport for college men alone. Development of the game in the public
schools, athletic clubs and as a professional sport in recent years has made it as much a national pastime as baseball and as popular with the public as with college men. In fact, football is by far more popular with the fair sex than baseball has ever been in all its professional history. When the football season opens it opens for the majority of Americans.

"Football deserves much of the credit for breaking down the barriers which education has long erected between the college man and that great body of men and women who never had the advantage of a college education. In the football stands all are one with the one purpose of seeing their team win.

"Since the spread of education and popularizing of football have been concurrent it is probable that they have had a mutual influence. The matriculating of more boys and girls in the colleges, universities and high schools would naturally interest more people in the greatest of school sports and the popularizing of football would have a tendency to interest more in higher education. Then it is logical that the most athletic and rugged of peoples should develop the most vigorous of sports."

**Playing and Living**

"Play is preparation for good citizenship," according to the Los Angeles Herald. It is interesting to note that this fact is becoming recognized more and more and it is encouraging to read such editorials as the one which follows:

"Vacation time—long summer days for tennis and baseball, for hiking or canoeing. Vacation time, the happiest time in the year. Vacation time—two short months that spell themselves out in terms of play and fun.

"Play forms a big share of your summer holiday. For what else were holidays created? After a third set of tennis or a swim in the lake or surf, school and lessons and books seem very far away. Yet, while you never give school a thought in those happy, lazy days, through every game you play, every mile you walk, every hour you spend in the out-of-doors, you are preparing yourself for another winter of work.

"Play is the greatest thing on earth to make you fit for work and ready to work. Play hardens your muscles, develops your body, stimulates your mind. A vacation full of play sends you back to school fit in every sense of the word.

"Vacation time is not the only time for play. All winter long, even when more important matters come first, you must not forget to play. There is the basketball team to be made, the new toboggan slide to be tried out, the ice or the skating rink to be tested. A certain amount of play outside of school will make school a happier place and make you a happier person.

"Play is preparation for good citizenship. As you grow older you will have less time to play and more time that must be given to serious matters. The same team work that every ball player knows needs to be applied to business. The same principles of good sportsmanship that are necessary for a successful tennis match must exist in every successful home. The rules of the game are the same for baseball and business.

"Learn to play and you will be learning to live."

**Worthwhile Advertising**

California may justly be proud of her sons and daughters, especially such a daughter as Helen Wills. We sometimes boast that this state or that leads in the production of fine horses or corn or oats and we sometimes forget the human output, which is far more important than all the rest. The
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1. An actual Molded Suction Sole that grips the smoothest surface.
2. Designed to support the bones and muscles of the in-step, thus preventing broken-down arches.
3. Made extra heavy under the ball of the foot wear the hard wear comes.
4. Has narrow heel that will keep the heel from slipping. The cushion effect prevents callouses.
5. The cut is such that the feet will not slip forward and jam the toes into the end of the shoe.
6. The sole is convex rather than rocker type with a large contact surface which insures secure footing and long service.
7. Made with an extra heavy scuffer toe cap to withstand the hard toe wear and with a full double foxing that will cause the shoe to hold together under all conditions.
8. Light in weight but not so light that it will not give service as well as the sole acting as a cushion, protecting the ankle, knee and hip joints.
9. Close cooperation between factory and athlete—helps both.

Write for Excerpts from "Basketball from a Coaching Standpoint" by Ralph Jones, which will be sent to you without charge.

following editorial was taken from the Oakland, California, Engineer:

"Helen Wills comes home today, and that's an event. It is not only an event worth mentioning, it's worth celebrating, worth making memorable.

"She has been away four months, and in that time she has won four tennis championships, she has become the woman tennis champion of the world; and she has done more than that—much more.

"She has made people, thousands of people, say: 'California must be a great city, Berkeley must be a fine city, the people out there must have an unusual capacity for sport and sportsmanship, when they send to represent them young women who can play like this, who can win or lose and yet treat victory and defeat alike.'

"And the thousands of people have been saying these things in the East, in England and France. They have admired the drive, the power, the skill and the sportsmanship of Helen Wills. They have wondered about the outdoor climate that produced her.

"A city, a university, spends thousands of dollars for advertising and publicity. Helen Wills has given Berkeley and the University of California a great many thousands of dollars of the best kind of advertising free. She doesn't want or expect anything in return; however, we should want to give her our unmistakable appreciation.

"Of course, that may bore her. Helen Wills is modest, and modern; not like her ancient namesake, who enjoyed being the center of attention in Troy long ago. That lady, supposed to be the daughter of an Olympic god, caused a great deal of fighting among the young bloods of Troy and Greece. The modern Helen is not a daughter of an Olympic god, but she can do her own fighting and winning in the Olympic games against the best that Greece, France, England and other countries can send against her. That's a more interesting accomplishment."

**Something to Think About**

The Ashland, (Oregon) Tidings suggests a thought regarding football that is sometimes overlooked by those who object to the fact that considerable publicity is given football by the press. When the youth of today reads the sport page he will not find there anything that will debase character while in fact he will read a story of self-sacrifice, of self-denial, of unselfishness and of loyalty. It is far better that he read more about sport and less about crime.

"'Slam, bang, thack, thud; sand, mud, gore, blood!'

"In a few weeks now, the high school cheer leaders will be doing their stuff while hundreds of students crowd around the football fields and earnestly implore their heroes to kick several slats loose from members of the opposition. Young men will climb into canvas pants, reinforced with wood, will pad their shoulders with heavy cow hide, and will put on heavy leather helmets, then will go out on the practice field and attempt to push the faces of their school mates in the mud.

"Football managers will dash around inflating footballs and trying to deflate the cost of equipment. They will worry about how to advertise games without spending money and how to find a pair of shoes big enough to fit that big bruiser.

"When the football season rolls around, the weary public loses interest in the usual run of murders and civil wars, and awakes to the fact that it has a genuine battle of its own scheduled for Saturday afternoon at the high school field.

"And the players? Do they develop into bloodthirsty brutes? Not much. They study hard to keep on
the eligible roll, and absorb enough gridiron philosophy to lose without whimpering and to win without bursting with pride.

"Football is a distinctively American game, and of all the countries that have tried to adopt it, it is worthy of note that only the Americans have had grit and fight enough to stay with it. It has been said that other countries make games of their sports, while Americans make a business of theirs. This is true insofar that Americans take their sports seriously, and work and train for them, but they do not forget about other interests while practicing for the big game. A high school boy may work three hours a day on the training field, and follow training rules religiously, but at the same time he keeps up his studies and splits the kindling wood as usual."

He Also Served
One of our leading football coaches remarked last winter at the
Football Coaches’ Meeting in Atlanta that he chose coaching as a profession because he thought it offered a bigger field for service than the ministry. The Chicago Daily Journal’s editorial on Frank Chance suggests that he, too, rendered a worthwhile service:

“Frank Chance improved and made brilliant the game which furnishes millions of Americans their chief amusement in the summer season. He gave more pride and pleasure to more Chicagoans than any other man of the days when ‘Tinker to Evers to Chance’ was almost a watchword. He won four league pennants and two world series championships in five years, and had Chicago sitting on the top of the baseball world.

“As a player, he was remarkable; as a manager, he was a wonder. It is no light task to handle a collection of athletes, temperamental as stars of any kind are apt to be, overconfident at the opening of a season, wire-drawn at the end of it, and meeting other groups in grim struggle day after day. Chance performed the task in a way which showed executive ability of the first rank.

“Had he chosen a business career, he might have become a celebrated manufacturer, lobbied for a tariff, and, at the end, left $30,000,000 to endow a study of the psychology of goldfish. But, in an age when sport is about the most wholesome and enlivening thing in a too strenuous world, who shall say that Frank Chance did not use his talents to the best advantage of mankind?”

And That Goes

Buck: “Can you give a definition of an orator?”

Private: “Sure. He’s a fellow that’s always ready to lay down your life for his country.”—American Legion Weekly.
back in position for an overhand throw. Illustration No. 13 shows him whipping his arm forward in much the same manner that a catcher throws the ball to second. Illustration No. 14 shows the ball leaving the passer's hand. At the moment of passing he has imparted to it a twist or spiral motion.

Western Conference Football Officiating

(Continued from page 28)

all cases provide the pistol for the field judge. It is further recommended that officials provide their own horns and whistles but that the home management provide the timer for the use of the field judge.

XXIX. The field judge will keep the time but the referee will provide himself with a watch and in all cases keep the time out.

XXX. When the ball crosses the side line on kicks the spot will be marked by the official nearest to the spot.

XXXI. The umpire shall signal an incomplete pass by swinging his arms in a horizontal plane.

XXXII. At the beginning of the game the head linesman will be responsible for selecting one assistant to mark the spot of the down and two assistants to hold the linesman's sticks. Further, it will be his duty to see that the chain or line is of the proper length. The field judge will be responsible for the watch, gun and a pad for recording substitutions. The umpire will be responsible for deciding as regards the players' equipment. The referee will pass on the ball, the condition of the grounds and will decide on the ground rules.

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F. O. B. Chicago

The General Poster Service Co.
230 East Ohio St., Chicago, Ill.
The Forward Pass
(Continued from page 21)

there is no more thrilling play than a long pass to a running end who takes it over for a score. To make this pass work it is necessary to have a good passer and a good receiver who can take them out of the air. Few long passes near the goal are carried back when intercepted and thus it makes it a safer pass than others. Coaches depend more upon a short pass to a man on a spot in the open who has gotten there by deceiving the defense as to his direction or speed or by cutting sharply in or out.

The pass to the side of the field is very dangerous when it is of any length. It is very easy for the defensive man to cut over and take the ball while going at full speed. The pass to the side of the field may be used very effectively if the passer hides his intent to pass and then passes the ball while running at full speed. This is an effective, safe pass and tends to keep the secondary back and wide.

The success of forward passing depends just as much upon the passer as it does on the receiver. Practice and experience help him to learn how to size up a field as to whether a man is open or covered, and just when to throw to a man so that he can get the ball without turning or slowing up. The passer must learn to size up his field as he runs low and must be able to throw accurately while running or as he jumps into the air.

Question: If the ball is punctured on a kick but is caught by the defense should the play be allowed?

Answer: Whenever the ball is punctured it is best to go back and make the play over with a good ball. This would apply to all plays.
of California. The second place winners were Joseph Salas of the Los Angeles Athletic Club of California and S. Tripoli of the Hollywood Inn Club of Yonkers, New York. The third place winners were Ray Fee of the Olympic Club of San Francisco, California, and Fred Boylstein of Kittanning, Pennsylvania.

As a result of the drawing, the first contest was between Fidel La Barba, National Flyweight Champion of the United States, who later won the Olympic crown, and Warwick of Great Britain. When the American entered the ring in perfect fighting shape, he was given a wonderful reception by the Americans present, who entreated him to bring home a victory for the United States in the opening contest. The young California high school boy was somewhat nervous as he crossed the ring and shook hands with the English opponent previous to the start of the Olympic tournament. However, as the boxers advanced to the center of the ring La Barba started to hit his stride. He lost most of his nervousness but retained just enough to make him step at a high rate of speed. It could be seen from the very outset of the bout that the two were real boxers with a keen knowledge of the game, as Warwick had fought his way to the championship honors in England while La Barba had gained the title in the United States.

The first round ended in favor of the American and although La Barba had been cautioned by his coach not to extend himself to the limit at the outset of the match, he forced the issue enough to show that he had a little more knowledge of the game than his English opponent. was faster on

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his feet and showed better judgment in sending home punches which counted. The second round was a repetition of the first with the American continuing to pile up a lead mainly through the skillful use of a left hand hook which was put across with a great amount of speed and considerable force. In the third round La Barba, full of fight, waded into Warwick and with a series of left and right hooks obtained a commanding lead and it was no great surprise when the judges awarded the decision to the game and willing American boxer. This meant that the Olympic boxing tournament was opened with a victory for the United States Boxing Team.

The second American to enter the ring was Tripoli, who was from Yonkers, New York. It is interesting to note that the first two American boxers to compete in the tournament were from the two coasts. La Barba from California and Tripoli from New York. Likewise both Tripoli and La Barba are of Italian descent. Tripoli was opposed by Usavaga of Chile, and the American was awarded the decision on points.

The next American to enter the ring was Joe Salas of Los Angeles, California, National Featherweight Champion. Joe completely outclassed Burlie of Canada.

Jackie Fields, the youngest member of the American team and the youngest boxer who took part in the tournament, was next to climb into the ring. Jackie fought Doyle of the Irish Free State and outclassed him for three rounds. Doyle was a good strong rugged fighter but did not compare with the clever and aggressive Fields. This concluded the program for the afternoon so far as the American boxers were concerned and all four came through with wins.

The first wearer of the American Olympic Shield to enter the ring in the evening was Hugh Haggerty of Pittsburgh, who won a quick victory from Switck of Poland. Haggerty cut loose with a series of right hand hooks in the opening round which sent the Pole to the canvas for the count of ten.

Al Mello of Lowell, Massachusetts, National Welterweight Champion, drew Dousset of France, European Champion for his first bout. The Massachusetts boxer had a good opponent and gathered up a comfortable lead in the first two rounds but the French battler, spurred on by the plaudits of the French gathering at the bout, put up a most strenuous battle in the third and final round and had a little
the better of the round. This, however, was not enough to overcome the lead which Mello had gained in the first two rounds. The decision went to Mello.

Ben Funk of Yale, National Middleweight Champion, ran into a great surprise in the first round of his fight with Jones of Australia. He connected with a terrible right hand swing to Ben's stomach and the Yale man went to the mat but was up immediately. The bout then waxed very warm with both boxers driving home lusty wallops. It was a toe to toe battle in the third round but Funk went into the lead when he sent his opponent sprawling to the ring floor with a well timed right hand hook to the jaw. The decision was well earned by Ben who proved himself to be a most courageous fighter. Like most college boxers, Ben Funk proved to be one of the kind that could keep plugging away and win, when hope was out of sight. Jones too proved to be a willing and courageous fighter with the ability to assimilate punishment as well as administer it.

This closed the program for the first day of boxing so far as the American team was concerned. Not once during the afternoon or evening did an American boxer lose a decision. All the American victories were clean cut and the American boxers handled themselves like gentlemen at all times.

The first American to compete on the second day of the tournament was Ben Rothwell of Newark, New Jersey, a member of the Pastime Athletic Club of New York. Rothwell who was in the lightweight class drew for an opponent, a tough and ready battler in Kelleher of Ireland. Rothwell, however, was far superior and in the first round lashed out with telling punches that disconcerted

---

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the Irishman. Before the second round had gone a minute Kelleher was knocked out with a right hand hook that carried lots of power.

Jackie Fields fought Hansen of Norway in the second series. It was all Fields from start to finish and the Norwegian could scarcely lay a glove on the clever American. Although winning easily, Jackie hurt his right hand and this caused him much pain during the remaining bouts.

Joe Salas, Fields clubmate, was next in the ring scoring an easy victory over Lovis of Holland. While this was an easy win for Joe, the boxer from the Land of Dikes proved to be a glutton for punishment.

Joe Lazarus, a Cornell man, and Andren of Sweden were next in the ring. Lazarus was in splendid form and was considered as having a splendid chance of winning the bantamweight Championship. However, early in the bout Lazarus landed a right hook and scored a knock-out.

The referee ruled that the American had hit in a clinch and disqualified him. The manager of the team from Sweden offered to permit the bout to continue but of course the decision of the official was final and Lazarus accepted the verdict in a sportsmanlike manner.

Following this bout S. Tripoli, our other bantamweight boxer, locked horns with Tarrant of Great Britain and the American was awarded the decision although the English boxer put up a wonderfully game fight.

The big surprise of the tournament took place in the next when Eddie Eagan, former Yale star and now attending Oxford College, England, winner of the Inter-Allied middleweight championship at the Inter-Allied Games at Paris in 1919 and the light heavyweight championship at the Seventh Olympic Games at Antwerp, Belgium, in 1920 lost a very close decision to Clifton of England in his first start in the 1924 competition. Eagan was rated as the class of the tournament and a sure winner. It was a rip-tearing fight from gong to gong. Both were sturdy battlers with a good knowledge of the game. At the end of the contest the judges disagreed and the referee awarded the contest to Clifton by a single point. It is interesting to note that Eagan had defeated Clifton in London two times within six months, previous to the Olympic Games.

E. G. Greathouse, holder of the National Heavyweight Championship, was the next unlimited boxer to get into the ring, drawing a French boxer by the name of Galinat as his opponent. Greathouse had little trouble in scoring a win over the big Frenchman.

La Barba, for his second bout of the tournament, had as an op-
porient Lanzi of Italy. The Cali-
ifornian was far superior and the
unequal contest was stopped in
the second round.

Ray Fee, another Californian,
then fought Catada of Argentine
and although the South Ameri-
can gave Fee a whole lot of diffi-
culty, Fee by cool, scientific box-
ing, won the award.

In the second series of the con-
tests Fred Boylstein of Kittan-
ing, Pennsylvania, winner of the
National Lightweight Champions-
ship, met Shorter of Great Britain
and won as he pleased.

Ben Rothwell made it another
victory for the Americans when
he defeated Graham of Canada.
Graham displayed great punch-
ing powers but the New Yorker
was too smart for him, making
him miss most of his punches.

Haggerty who in his first start
scored a knockout repeated in his
second encounter. This time his
opponent being Ertmanaki of
Poland.

Al Mello followed Haggerty
with another knockout when he
sent Christensen of Norway to
“dreamland” with a wide left
hand hook. All this happened in
the opening round.

Adolph Leftkowitch of the Uni-
versity of Virginia, who drew a
bye in the first series of the tour-
nament, lost his first start to
Black of Canada in the middle-
weight class. The contest came
to a termination in the second
round after Black had connected
with a series of hand right hand
hooks which weakened the Amer-
ican boxer. Black was credited
with a technical knockout.

Ben Funk of Yale lost a deci-
sion to Beecken of Belgium. Funk
is a wonderful defensive boxer
and staged a splendid battle.

Tom Kirby, Roxbury, Massa-
chusetts, holder of the National
Lightweight Championship
then entered the ring, defeating

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Walter of Luxembourg in three rounds.

George Mulholland of Butler University, Indianapolis, the other entrant in the light heavyweight class got the award from Belanger of Canada by battling away at top speed from start to finish. This was about the best light heavyweight scrap of the tournament.

Both American flyweight boxers, La Barba and Fee, won in third series in their class, La Barba won from Renne of Canada, dropping his man three times during the fight, but Renne was up in each instance before the count of ten. Ray Fee outpointed Bergstron of Sweden throughout the three round of milling, winning by a big margin.

The featherweights repeated the performance of the flyweights as Joe Salas and Jackie Fields came through with flying colors. Salas was pitted against Petraca of Italy and the Italian persisted in hitting below the belt. He violated the rules so flagrantly that the contest was stopped and the Italian disqualified. Jackie Fields won from Arbarca-Gonzalez of Chile.

S. Tripolis climbed through the ropes in the next bout and defeated Pertuzzo of Argentine in a fast fight that was marked by heavy punching on both sides. The American was the stronger towards the end of the final round, causing the lad from South America to back away and cover.

Ben Rothwell lost the next bout to Copello of Argentine. The Argentine did not display much in the first two rounds and Rothwell piled up enough to win but in the third, the South American battled hard and in the opinion of the judges got the award.

Fred Boylstein showed plenty of class in the following bout by taking Genon of Belgium into camp.

Al Mello the American welterweight champion next lost a decision in his bout with Mondez of Argentine. Mello appeared to have the lead in the first two rounds but the Argentine boxer landed several heavy punches in the third.

Lewis of Canada next put the Americans out of the running so far as the welter weight class was concerned when he defeated Hugh Haggerty of Pittsburgh in a slashing three round contest.

George Mulholland was next matched with Peterson of Denmark for three rounds but lost the decision.

Tom Kirby, also lost the decision in his bout with Sorsdal of Norway. Kirby danced around and kept plugging away with effective snappy left hand jabs while Sorsdal had great difficulty in laying a glove on Kirby except in the clinches. The decision of this bout put the Americans out of the running in the lightheavyweight class.

Greathouse, the last American entrant in the heavyweight class, was eliminated by the giant Porzio of Argentine. In the second round Greathouse was knocked to the mat but gamely continued and in the final round gave a remarkable exhibition of real fighting and almost had the Argentine knocked out.

The first contest in which an American boxer took part in the semi finals was when Ray Fee lost to MacKenzie of Great Britain. MacKenzie proved to be an exceptionally clever and rugged boxer and got the decision. Little Fidel La Barba came right back in the next contest and scored a win over Castollenghi of Italy. La Barba was sent out to outbox the Italian and to save his hand for the finals.
S. Tripoli beat Andren of Sweden without any great difficulty. It will be remembered that this was the boxer who was given the decision earlier in the tournament when Lazarus was disqualified.

Jackie Fields met tough opposition in Quartucci of Argentine, but came through with a win. Joe Salas won over Devergnies of Belgium, thus leaving two Americans to compete in the finals.

Boylstein was eliminated in the lightweight class by Neilsen of Denmark, who later won the title in the class.

The Americans who were left to compete in the finals were La Barba in the flyweight class, S. Tripoli in the bantamweight class and Jackie Fields and Joe Salas in the featherweight class. This meant that the United States was sure of one first and had an excellent chance for two more.

Before the finals were started, contests were held or booked to decide third and fourth places, in the flyweight class. Ray Fee won by default from Castellenghi of Italy and landed a third place for the United States.

In the other battle for third place Fred Boylstein scored a clean cut victory over Thollet of France, there being no doubt of the superiority of the American.

The first final bout to be decided resulted in an American victory as Fidel La Barba the sterling, willing and aggressive American boxer took the measure of MacKenzie of Great Britain, one of the best flyweights who has been developed in the British Isles in recent years. It was the contest on which the Team Championship depended, as the Americans felt if La Barba earned the award the United States would score the most points in the team competition.
STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

OF THE ATHLETIC JOURNAL, PUBLISHED MONTHLY, EIGHT ISSUES PER YEAR, AT CHICAGO, ILLINOIS, FOR THE STATE OF ILLINOIS.

COUNTY OF COOK.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared John L. Griffith, who, having been duly sworn according to law, deposes and says that he is the Owner and Publisher of the Athletic Journal and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:


2. That the owner is: (If the publication is owned by an individual his name and address, or if owned by more than one individual the name and address of each, should be given below; if the publication is owned by a corporation the name of the corporation and the names and addresses of the stockholders owning or holding one per cent or more of the total amount of stock should be given.) John L. Griffith.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the names of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is. (This information is required from daily publications only.)

John L. Griffith.

Sworn to and subscribed before me this 8th day of October, 1924.

(Seal) Joseph J. Schneider.

Notary Public, Cook Co., Ill.

My commission expires December 16, 1924.

Thousands of people were in the huge building and there was a tense feeling as the two young boxers, who had waded through all opposition in the flyweight class got ready to answer the gong for the final tilt for the Olympic crown. They earned the right to meet in the finals by sterling performances in their other contests and this bout was looked upon as one which should furnish a great deal of action from gong to gong.

La Barba won and the American flag was raised to the rafters of the arena. As the flag went upward the French military band struck up the Star Spangled Banner and the entire audience stood at attention. It was a sight that will long be remembered by those present.

S. Tripoli met one of the best boxers of the tournament in the finals in the bantamweight division as he was pitted against the hard hitting aggressive South African, Smith, and although the decision went to Smith, Tripoli put up a great battle, doing his best to win the bantamweight title for the United States.

The great climax for the American Boxing Team came in the final of the featherweight class when Jackie Fields, the California high school boy entered the ring to compete for the Olympic Championship against Joe Salas his pal and clubmate and the National Featherweight title holder. The decision of the judges which went to Fields met with the approval of the crowd as Fields boxed like a master, though Salas also gave a wonderful account of himself.

After the announcement of the verdict Fields stepped across the ring to the corner which was occupied by Salas and threw his arms around, Salas and stated he was sorry that there could not be
two winners in a boxing contest. Following the fight Fields went to his dressing room and sat down on the bench and cried as he had been awarded the decision over his own chum. Salas, however, like a game battler that he is took the decision without a whimper and no one was more sincere in congratulating Jackie Fields than Joe Salas.

The following is a list of the boxers who scored points for their respective countries:

**Winners**

F. La Barba—Flyweight, United States.

W. Smith — Bantamweight, South Africa.

J. Fields—Featherweight, United States.

H. Nielson — Lightweight, Denmark.

J. Delarge — Welterweight, Belgium.

H. Mallin—Middleweight, Great Britain.

H. Mitchell—Light heavyweight, Great Britain.

O. Von Porat, Heavyweight, Norway.

**Second Place**

J. McKenzie—Flyweight, Great Britain.

S. Tripoli — Bantamweight, United States.

J. Salas—Featherweight, United States.

A. Copello—Lightweight, Argentine.

H. Mendez—Welterweight, Argentine.

T. Elliott—Middleweight, Great Britain.

T. Dersen — Light heavyweight, Denmark.

S. Pettersérk. — Heavyweight.

**Third Place**

R. Fee—Flyweight, United States.

J. Ces—Bantamweight, France.

P. Quartucci—Featherweight, Argentine.

F. Boylstein—Lightweight, United States.

D. Lewis—Welterweight, Canada.

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J. Beecken—Middleweight, Belgium.
S. Sorsdal—Light-heavyweight, Norway.
A. Porzio—Heavyweight, Argentina.

**Fourth Place**

R. Castellenghi—Flyweight, Italy.
O. Adrenn—Bantamweight, Sweden.
R. Devergnies—Featherweight, Belgium.
J. Tholley—Lightweight, France.
P. Dwyer—Welterweight, Ireland.
L. Black—Middleweight, Canada.
C. Saraudi—Light-heavyweight, Italy.
H. DeBest—Heavyweight, Holland.

**How Points Were Scored**

<table>
<thead>
<tr>
<th>Country</th>
<th>Points</th>
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<tbody>
<tr>
<td>United States</td>
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<tr>
<td>Great Britain</td>
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<tr>
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<td>Sweden</td>
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</tbody>
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Total: 18

First Place—4 points.
Second Place—3 points.
Third Place—2 points.
Fourth Place—1 point.

The following men were members of the American Olympic Boxing Team:

F. La Barba—Los Angeles, California.
R. Fee—San Francisco, California.
P. Sarron—Birmingham, Alabama.
J. McDermott—New York City, New York.
S. Tripoli—Yonkers, New York.
J. Lazuras—Bayonne, New Jersey.
H. Marcus—Cleveland, Ohio.
Jackie Fields—Los Angeles, California.
J. Salas—Los Angeles, California.
H. Wallach—New York City, New York.
J. A. Hayes—United States Navy.
F. Boylstein—Kittanning, Pennsylvania.
B. Rothwell—Newark, New Jersey.
R. Coffman—Council Bluff, Ia.
Al Mello—Lowell, Mass.
J. Rina—Cleveland, Ohio.
H. Haggerty—Pittsburgh, Pennsylvania.
B. Funk—Yale University, Conn.
A. Leftkowitch—University of Virginia, Va.
A. Allegrinni—Los Angeles, California.
T. Kirby—Roxbury, Mass.
G. Mulholland—Butler University, Ind.
M. O'Regan—U. S. Navy.
J. Madden—U. S. Navy.
R. Maderia—Penn State College, Penn.
L. Mayle—U. S. Army.
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Football As It Is Being Played

The following article purports to discuss some salient features of 1924 football. The December Journal will further present some of the modern trends of football.

It is apparent this year that teams are using more and more the wedge idea of blocking in the line. Formerly there were three distinct ideas of blocking as endorsed by leading coaches; these were as follows—first the plan of designating certain opponents against whom the offensive line men were to charge. For instance, an end and tackle would be expected to take the opposing tackle on an end run. The guard would take the guard and be expected to turn him the opposite way of the play and so on; each man was expected to perform a certain function in the play in question. Of course, one difficulty with this plan is that sometimes the defense did not play as planned and the offensive line men were not always versatile enough to vary their style.

Another idea of blocking is that illustrated in Diagram 1. This is called the close line charge or block, and has been a favorite with Harvard and West Point for a good many years. This block is executed as follows: The five center line men charge straight forward with their hips and shoulders touching. The men are not expected to pick any especial opponents but to drive forward low and in unison. If the charge is properly performed, of course the defense will be driven back some distance. Eventually, however, there will be a break in this five-man wall and the man with the ball will be expected to pick an opening and then drive for a few extra yards. The man with the ball must consequently hesitate or delay his play until the opening is apparent. Consequently it is a good plan to use a delayed buck or criss-cross on this play.

Another very effective method of charging is that in which the cross-block is used. The purpose, of course, of the cross-block is to
enable the offensive men to drive into the opponents from the side. This is very confusing from the standpoint of the defensive lineman who has never been up against cross-blocking before and oftentimes it is very effective.

The wedge block as it is being used by many teams this year is pictured in Diagram 2. In this the line men charge at an angle with their bodies close together. In the play diagrammed the right tackle charges toward the opposing left tackle and the two guards and center charge on a line with the offensive right tackle. The result is that with their bodies they throw a wall between the defense and their man with the ball. The wedge idea is apparent when the end flanks the opposing tackle. In the old days the offensive end always played in close to his tackle and the defensive tackle almost always played a half-a-man outside of the offensive end. Today the smart coaches are playing their ends wide and the defensive tackle has a more difficult job than formerly. If he charges through the opening left by the end he lays himself open to the drive of his opponent and the chances are he will be turned in. By studying the diagram, it will be seen that there is a wedge between numbers six and seven. These tactics make a cut-back play especially valuable. In the play in question number ten receives the ball from center and then either cuts back outside of the defensive tackle or inside depending upon where the hole opens up. The perfection of the cut-back play presents some new problems to the coach, who is charged with the responsibility of perfecting the defense, especially when the wedge idea of blocking is employed.

**The Shift**

Without question if most officials are in doubt as to whether or not a foul has been committed

\[
\begin{array}{c}
\text{Diagram 4}
\end{array}
\]

they give the team or player in question the benefit of the doubt and do not call it. Whether or not this is right it is in keeping with our American idea that a man is innocent unless he is clearly proven guilty. Perhaps this principal of law should not be applied to sports, but the writer believes that this is the way it usually works out on the field. The rules committee, however, have now suggested that if the officials have any doubt as to whether the men on offense have come to a stop after a shift that they should call a foul. In other words, they have reversed the usual principal of calling fouls. When this rule was announced a great many coaches thought that the value of the shift

\[
\begin{array}{c}
\text{Diagram 5}
\end{array}
\]

would be lessened this year and that consequently the shift would not be so generally employed as in the past. However, it does not appear that this is true,
coaches all over the country are still using some kind of a shift.

There is the shift that results in an unbalanced line and then there is the shift which includes

\[ \begin{array}{cccccc}
\circ & \circ & \circ & \circ & \circ & \circ \\
\circ & \circ & \circ & \circ & \circ & \circ \\
\end{array} \]

*Diagram 6*

only the movement of the back-field men. Diagrams 3 and 4 show one of the simplest formations quite generally used by coaches in executing the shift. Diagram 5 illustrates Glen Warner's shift in which only the back-field men are moved on the signal. In Diagram 6 may be seen the position of the men taken after the shift is consummated and preliminary to the snap of the ball.

\[ \begin{array}{cccccc}
\circ & \circ & \circ & \circ & \circ & \circ \\
\circ & \circ & \circ & \circ & \circ & \circ \\
\end{array} \]

*Diagram 7*

Diagram 7 shows another formation to which the men shift from the formation in Diagram 5.

One of the fundamentals of the shift is the matter of the rhythm. This may be obtained in several ways. One approved method is as follows: When the men shift to the right each takes a step to the right with his right foot and then hops landing on both feet in the desired position. Some coaches teach their men to land flat-footed or even on their heels and then to sway up onto their toes. The argument is that this gives the interval required for a pause and also brings the men into position to strike quickly. There are two objectives to this, however; first, when the men sway forward the officials are very likely to rule that the backs are in motion, and second, it is not practical for men to light on their heels.

The better way is to have the signal given for the play and then a signal given for the shift, after which the men count two and then charge with the ball. In other words, the shift starts with the signal "hike," the men count "one, two" and then the ball is snapped. Of course, the rhythm will have to be changed from time to time so that the opponents will not be able to anticipate the charge.

Since it takes a great deal of time to effect a shift some coaches have made the mistake of going to extremes in developing a shift offense and consequently they have neglected fundamentals to such an extent that their teams frequently make a sorry showing. Moderation in this as in other things, of course, is necessary.

**A Dartmouth Formation**

Diagram 8 gives an idea of a formation that has been used more or less this season by Dartmouth. It is especially good for

\[ \begin{array}{cccccc}
\circ & \circ & \circ & \circ & \circ & \circ \\
\circ & \circ & \circ & \circ & \circ & \circ \\
\end{array} \]

*Diagram 8*

an off-tackle play. Its simplicity makes it effective when, like any other play, it is properly executed. From this formation Dartmouth sometimes executes a forward pass. The ends go well down the field and turn toward the side lines: one of the backs goes through the line for a short pass over the center and the other back protects the rear man of the tandem, who does the passing.
On defense Dartmouth sometimes uses the box formation as shown in Diagram 9. In this the center almost always plays in the line and the ends and tackles charge in fast. The tackles drive into the opposing ends if they think that a forward pass is imminent and then momentarily check them before the ball is thrown. The back-field plays the box defense and the two rear men drop back when the opponents punt.

**Diagram 9**

**An Indiana Shift**

The University of Indiana has this year a powerful eleven, which is coached by Bill Ingram, formerly of the Navy. When the Indiana shift is completed the number one back is lined up outside of the end on the strong side in a position where he can flank the tackle. The other backs sometime line up as indicated in Diagram 10, and sometimes two lines up in front of three on the strong side and four directly behind the center. When an end run is attempted one and sometimes two men come out of the line for interference.

**Diagram 10**

**A Princeton Cut-Back**

Diagram 11 gives something of an idea of a formation that Princeton has been using this year and indicates how the mass between tackle and guard is played. The number one back helps the right end block the opposing left tackle and the right guard and number two back make a wedge between the opposing left tackle and guard. The number four back receives the pass from center, runs to the right and then cuts back for the hole in the line.

**Diagram 11**

**A Princeton Run**

Using the same formation as the one described in Diagram 11 the Princeton team runs the ball outside of tackle as shown in Diagram 12. Number one back helps the right end block the tackle, two and three force the opposing end out clearing a path for number four, who runs to the right and then cuts back between the opposing left end and tackle, the offensive right guard leading the interference.

**Diagram 12**
An Army Buck

Diagram 13 gives an idea of the formation used by the Army in securing a touchdown against Notre Dame. The tandem masses on the opposing tackle and the rear man in the tandem either takes the ball inside or outside the defensive end.

A Yale Formation

The formation described in Diagram 14 shows a wide line on offense, which is calculated to confuse the defense that is used to meeting orthodox formations. It will be noted that the right end and right tackle are both shifted. The space between the right tackle and the guard is approximately two yards in width. This makes a very effective play in which cross-blocking predominates. In this formation it will be noted that the right tackle blocks the opposing center, leaving the opposing left guard for the number one and number two backs. Number three blocks the opposing left end and number four executes a cut-back between the opposing center and guard.

A Columbia Quarterback Run

In Diagram 15 an attempt is made to give an idea of the formation that Columbia has used more or less this fall and to show the way the quarterback run is sometimes executed. In this play number two fakes to take the ball from the quarterback, four either starts in motion or moves back as though about to take the ball for a kick or a pass. The quarterback keeps the ball and runs off tackle.

Playing an Opponent

The games played so far this year suggest that football is undergoing a change from the standpoint of strategy. Formerly it was considered good football for a quarter-back to send his plays into a man who had just taken out time, the thought being, of course, that if a man was weakening he would not be as apt to stop the attack as a man who was going strong. Further, coaches frequently decided before the game that they would pound away at a certain spot in their opponent's line (of course they picked a supposedly weak spot) with the thought that eventually sometime in the game they would have a hole through which they could drive for a touchdown. It was found when using these methods if the offense succeeded in whipping an opponent in the line the defensive line frequently crumbled due to the fact (Continued on page 53)
Common sense field tactics are just as essential to a team as fundamentals. This may seem to be a broad statement, but the more I see of football the more I am convinced of the importance of generalship of the right sort. Every institution has at least one natural rival. The annual game between these institutions is probably the climax of the season so far as these two teams are concerned. On the average there is not much difference in the physique, physical condition, execution of fundamentals, and strength of these teams. What then is usually the deciding factor in these closely contested games? Is it luck as most spectators or the losing coach would have it? No, it is generalship or field tactics. The team which wastes no energy or yardage, takes no foolish chances, drives when it counts most, follows the ball, and outguesses the other is generally the winner, everything else being fairly equal.

On the day of the game it would be well for the coach, captain and quarter to take a trip to the field and look it over thoroughly. If a baseball park is being used, special attention should be given to the location of the infield in the gridiron. Weather, direction of wind, probable position of sun, physical condition of your own men, and of opponents, style of play of opponents, tactics your team has used in past games, mental condition of your own men and opponents, and what game follows, should all be borne in mind by the coach in planning his attack. He must, however, in explaining to his men, have certain basic principles on which to rely and on which to form his deductions and exceptions. With this in mind I have divided the gridiron into transverse divisions or zones and longitudinal belts. We will take up first map number one, which shows transverse zones.

Map number one is to be considered very elastic and to hold good only under conditions named therein. When these conditions change exceptions arise for every change. This map as shown will not hold good against certain types of teams. We will take up these changes of conditions and exceptional types of teams later. So first we will take up map number one under the conditions mentioned.

The team winning the toss should choose the goal with the wind behind them. The wind is a fickle element and by the second quarter may change direction or may die down altogether. So make the best use of it while you can. If there is not much wind, and particularly if the opposing
team is strong defensively and weaker offensively, it might be best to choose to kick off. However, we will assume that there is a fair wind and that we have chosen to receive with the wind behind us.

If the ball is downed in the danger zone it is best to punt on first down. It is entirely too
dangerous to rush the ball in this zone even for one down. Any sort of a slip might be fatal as you must keep in mind that the opponents are within the shadow of your goal posts. So kick the ball out of there as quickly as possible.

In the transitional running kicking zone, it would be wise to try a play or two with two objects in view: one to find the opponents' weakness, and the other by means of a long run to carry the ball into offensive territory. By this I do not mean that the team should use the strongest plays here. I mean just the opposite. A team should conserve its strongest plays for the offensive zone, otherwise by the time it advances very far the defensive team will have become accustomed to these plays and can meet and stop them. What I mean is to use one or two simple plays in which the man carrying the ball might possibly get away for a run. Use a back who if he goes at all goes for a big gain. It is a great temptation for a quarter to start out from here for a touchdown, especially if one or two plays work fairly well. He must stifle this desire, for if the teams are evenly matched he will be stopped before he goes very far and he will not only have shown his hand, but he will have wasted a great deal of yardage for the other team upon getting the ball can kick it right back. So conserve your strength and use the kicking game with the wind as means of gaining ground. Kick at least on third down. When the team gets the ball into the transitional forward pass zone, the quarter can begin to take more chances. If the first play fails and conditions are right a safe forward pass play might be tried on second down. If the first play goes well, straight plays should be used to make first down. Use a strong play on first down again and meet conditions as they arise. Kick on fourth down, however, even if you have less than a foot to go. In this case if you have a good kicker he should boot it out of bounds near the goal line or kick it extra high. If the defensive man back is weak catching punts choose the latter. The other team can only kick it back to you and as the wind is at your back and everything else equal, you should gain ground in the exchange. Besides, you will have first down again and can resume your campaign with a free hand.

When you get the ball inside of the opponents' 40-yard line you are in offensive territory. Here the quarter should lay his plans to score as soon as possible. The plays should be run off quickly and every possible punch should be put into the attack. Use your best play on first down so if five yards are gained you will have three downs to make the remaining five. If stopped here use a pass or trick play, depending on the personnel and disposition of the defense. Do not pass, however, if a running attack is working successfully. If forced to kick here, use a place or drop kick, but it must be kept in mind that it takes three goals from the field to beat one touchdown. If you see that you will have to try a kick, maneuver so as to get the best angle at the goal posts and the best footing.

If a team is able to get into the scoring zone there is no reason for not being able to cross the goal line. Every team should have three or four plays which are essentially scoring plays. They should not be used in the earlier part of a game unless this opportunity arises. The quarter, from previous experiences, will
LONGITUDINAL DIVISION OF FIELD

SIDE BELT  MIDDLE BELT  SIDE BELT

45'  70'  45'

(Continued on page 49)
Should the Quarterback Be a Ball Carrier Or Only a General?

BY

H. W. EWING

Mr. Ewing was graduated from the University of Nebraska in 1910. He played on the Nebraska teams in 1907, 1908 and 1909 and was assistant coach for his Alma Mater in 1910-11. In 1911 he was Athletic Director of Morningside College and from 1912-18 he was Athletic Director and coach at South Dakota State College; 1918-22 he was Director and coach at Ohio Wesleyan and 1922-24 Athletic Director at Miami University. He is now connected with the firm of A. G. Spalding Bros., Cincinnati, Ohio.—Editor's Note.

There are so many exceptions, so many different angles to be considered in a discussion of this question, that the deeper one gets into the subject the more confusing it becomes. The quarterback question has been given a great deal of thought in the past fifteen years. Back in 1911 when I began coaching, out in Iowa, we had a very definite ideal regarding the quarterback. The effort was to make him a fourth man in the back field, thus using a larger man than the general run of quarters, developing two or more men who could go through the mechanical motions of a quarter, one back calling the signals. I persisted with this idea with varying success until 1918, when I began trying to ease up on my quarter as a ball carrier using him more as interference, occasionally having him carry the ball, but causing him to give more thought to maneuvering his team than to advancing the ball himself.

It seems that we have two distinct systems—those used by certain Eastern schools where the quarter becomes solely the general or the brains of the coach, and the one used in the West, where the quarter is also in many cases the principal ground gainer of the team.

It is a difficult feat for a man to be "hot mentally and physically" at the same time; in other words it is the rare quarter who can pick himself up from the ground after being tackled viciously and immediately call the proper signal, giving the signal in a manner that will inspire his team to make the play go.

While it is somewhat off the subject, many feel that a team using the so-called "huddle" system of signals is sacrificing a great deal that might be of advantage to them. It is, however, used successfully by many great coaches. In this day of great stadiums it may at times be necessary in order to hear signals, but in most cases the game is slowed up and a great kick is lost by the failure of the quarter to bark out his signals in a manner to inspire his men to "make it go" no matter what the odds, much as an army officer inspires his men in making a charge upon an intrenched position.

There are a great many points to consider in deciding whether
we are to use a quarter merely as a general or whether we seek to combine ball-carrying skill with it. In this day of specialization and as our football becomes more and more complicated there is a great deal to incline one to concentrating on generalship. Twenty years ago we had no coaching schools, each coach hugged his own special information to himself, the more mystery the better. Most of our scouting consisted in some interested alumnus slipping quietly in and watching the opponent's game, and if he could get out in the same manner before he was discovered so much the better. A great many teams made a fine showing and yet played as we view football today, in a haphazard way. This is no discredit to the teams of the past. At the same time from the general standpoint of knowledge of the fine points of the game the only comparison that could be made between great teams of the past and the present would be a physical one.

With the exchange of ideas between coaches and the great increase in general knowledge of the game it is becoming more and more important to whom we trust the guidance of the team, other things being equal. If we can specialize in generalship and not make the game too much of a cut-and-dried affair, as certain Eastern teams have already done, if we can get away from the strategy maps and teach the field general to map out his own campaign on the field, in order to meet new unforeseen conditions, then the decision should be for a general only.

The system used with great success by several of our midwestern teams of developing one or two members of the backfield to run interference only offers a reasonable answer to our question. The primary duty and consideration of the quarter should be to run his team, so we should make his particular niche in the interference one that requires the least, if that is possible. He should carry the ball only enough to allow the development of the greatest possible deception or to occasionally relieve a tired back. A team that has a man who can successfully carry the ball two times out of every five, large enough to play any position in the backfield and yet call the right play nine times out of ten can safely take privileges with the rule. Such was the case with a certain team a few years ago which went like a house afire through the East with a quarter playing full back. It is such exceptions as these that cloud the issue. I have been interested for several years in going over the play-by-play accounts of games between teams of evenly-matched ability, games won by a margin of a touchdown or field goal. In seven cases out of ten the defeated team rushed the ball farther than the winning team. "Luck," you say, possibly. In some cases, many things can happen during a football game, but in nine cases out of ten the answer is generalship. As our coaching schools increase and our scouting systems develop we will have to devote more and more time to generalship if we expect to win our evenly matched games. The average quarter cannot take his regular turn in the backfield and still be mentally clear and alert to take advantage of opportunity when offered. Which is the most important—the fourth man in the backfield or the cool, alert judgment of a man who has been saved from a large measure of the punishment taken by a ball-carrying back? The requisites of the

(Continued on page 52)
A writer in an article in a well known magazine has recently suggested that the players in a big football game do not get any fun out of playing a beautiful game and playing it well.

The man who has never played football may honestly doubt whether there is any fun in such a rough game as football. Others may not see any fun in mountain climbing or in tramping all day with a dog and gun, but so long as there are marked differences in personal likes and dislikes we may expect to find some men who will get pleasure out of those sports which test their physical stamina and courage while others will prefer sports which are less strenuous and less tiring.

In this connection it is frequently maintained that the football men would not subject themselves to the training and discipline required of football men if they were not urged on by the belief that they were doing something for their colleges or that they thought they could win glory. The following may be cited to show that men will play football for the love of the game. A number of old college football men were stationed together in a certain camp where men were being trained in the recent war. Most of these men had played three or more years of college football. Their work-day in the army began at six o'clock in the morning and lasted until after officer’s school in the evening. Most of their work during the day was more or less strenuous, yet these men of their own volition organized a football team and played several games. Furthermore, they practiced daily on a hard drill field, walked a long distance to practice (which by the way they attended regularly) and then hurried back to quarters and a cold mess. In the games these men played with as much spirit and enthusiasm as they had ever shown in college games and yet there were no yell leaders or organized cheering at the games. Needless to say no pep meetings were held before the games.

The men who are worrying because football is hard are wasting maudlin sympathy over men who do not ask for sympathy. These football men of today like a tough battle and they glory in doing difficult things in a manly way. There is more danger that our young men will become soft and flabby physically and morally than that they will become too strong and virile. Football trains men to perform difficult tasks, to assume responsibility and to carry on when it would be easier to quit. If we accept the philosophy of these men who are theorizing about the dangerous tendencies of football we would never play any games that called for grit and endurance, we would slow up in a game when we became tired and we would become a nation of emasculated cake-eaters.
Are We Getting Soft?

In the Olympic Games this summer at the finish of a very close race where two men crossed the line nearly together one of the competitors caught his spikes and started to fall. The other man running in the lane next to him was a rival competing for another country but he endeavored to catch his opponent to save him from falling and instead tripped and fell on the cinders. In the Michigan-Illinois game it is reported that Herb Steger, the Michigan Captain, at one time when Harold Grange was down shielded him with his body to protect him in case some team-mate might have dived for Grange after the whistle had blown. Numerous other incidents of this kind might be related which would show the friendly spirit that exists in our athletic contests at the present time.

In former days opponents were considered as enemies and coaches would upbraid a player if he shook hands or visited in a friendly way with a rival before or during a contest. In those days many coaches believed that their men would not play hard football unless the players were taught to dislike and even to hate their opponents. This, of course, resulted in a great deal of bad feeling among teams and rival student bodies.

Since this new idea of sportsmanship has developed in the athletics of today there are those who are inclined to scoff at the changed attitude of the players and to suggest that we are getting soft. An athletic director not long ago suggested to some of the men in his conference that it was customary in another conference for the students of a rival institution to stand with heads bared when the other school's band played their school anthem and he was told that this was sissy athletics.

We cannot have too many of the rough and vigorous sports. Boxing and wrestling should be encouraged in the schools and colleges. Lacrosse, one of the most vigorous games, has a place in our athletic curricula and football is not football unless the men play as hard as they can. However, this does not mean that our young men in their rough sports should be taught to hate their opponents or to attempt to injure them. One of the finest lessons that we get from our athletics comes from the fact that college men can box or wrestle or tackle to the limit of their capabilities and still respect the idea of fair play and be big enough not to want to win by unnecessarily rough tactics.

Comparing the quality of the competition of today when there is more of a friendly feeling among competitors than formerly, no one can say that the athletes of today do not perform as creditably as their brothers of an earlier day. In fact the thought might be advanced that where men are animated by the spirit of friendly rivalry rather than that of intense hatred they perform better. The world's greatest athletes almost without exception are men who are for the most part respected by their opponents not only because of their athletic prowess but also because of their sportsmanship. Walter Johnston is beloved by team mates and opponents alike and yet no one ever accused him of being chicken hearted. Further he has never been put out of a game for fighting the umpire, yet he has the heart of a lion as shown throughout his career.
A Year's Course In Physical Training For High School and College

BY

ROBERT NOHR, JR.

Mr. Nohr was graduated from the Normal College of Physical Education of the American Gymnastics Union in 1913. He was Supervisor of Physical Education and Recreation in the public schools of Richmond, Indiana, from 1913-17. He was Director of Physical Education in the public school of Gary, Indiana, in 1918 and has been instructor in educational gymnastics, applied anatomy and physiology of exercise in the school of physical education in the State Normal College, LaCrosse, Wisconsin, from 1918 to the present. Mr. Nohr's program will be continued in subsequent issues of the Journal throughout the year.—Editor's Note.

It is very important that the instructor observe the development of the class in the various activities as the work progresses. He should always repeat those activities of the previous lesson which were not well learned. Even if all things are well mastered it is well to give known activities as a means of relief from the active attention required of the new or unknown work. It is better to do simple things well and in good form than to try many and difficult things in poor form just for the sake of giving something new.

In tactics, for example, do not attempt to teach all the new material the first day, but rather aim to accomplish one activity each lesson or over several lessons.

Each class is a separate problem and the work is planned accordingly. The day's lesson must be just as well prepared as any lesson in other lines of school work. It has been the lack of careful preparation and presentation of our work that has caused much criticism.

The stunt element should predominate at first in every apparatus lesson and then the accomplishment of good form as a means for securing better coordination. If the instructor has only one piece of apparatus, he should divide the class into squads and develop leaders who can show the work. Keep everyone active.

Lesson III

Tactics.

1. Facing of the long rank while marching about the space. One-quarter turns.

Command: "Left (R.) face." The command "face" is given as the left foot strikes the floor; step right forward and execute a ¼ turn L. on the right foot and step L. in the new direction.

Before this activity can be taken, the class must be drilled in marching in the long flank rank with the proper interval (one-step) and in the long front rank with elbow distance. Emphasize this fundamental in marching by the suggestions "close up" and "guide left (R.)." Care must be taken to see that the long rank is in a straight line before giving the command of execution or part of the class will be marching in the wrong direction. The interval between the command of explana-
tion and execution should not be too short. For the sake of uniformity always guide toward the tallest or the leader.

2. Facing L. (R.) about in the stand.

   The execution is the same as in facing \( \frac{1}{4} \) turns but the activity is a \( \frac{1}{2} \) turn.

3. Running. The counter run. Command: "Counter run L. (R.)—run." The leader will turn and run parallel to the line. This may be executed L. and R. in succession and is then called "snake run L. and R. (R. and L.)—run." The counter command is "Straight away—run."

Free exercise.


   Limit the movement of the arms to the shoulders. The faults are protruding abdomen, bending knees and swinging arms backward on the return movement. Practice for control.

3. To a side stride stand—jump.

   Bend upper trunk backward and raise arms sideward, palms up—1. Return—2.

   Execute slowly and on command only. The faults are protruding abdomen, bending knees and head not in line with trunk. The arms should be pushed well back and a little higher than shoulder level.

   Position—jump.

4. Arms sideward—raise.


   Same R.—5-8.

   Executed on command only and each position should be held firmly.

   Develop balance.

5. To a side stride stand with arms bent for thrust—jump.

   Bend trunk forward and thrust arms forward—1. Return—2. (Fairly rapid rhythm.)

   Position—jump.

6. Jump to a squat stand with hands on floor and stretch backward to a support lying position in two counts.

   Raise L. leg backward—1. Lower—2. Same R.—3-4. (Lively rhythm.)

---

**Arms raised sideward.**

Chest erect; head, trunk and legs in straight line.

To position in two counts—jump.

7. To a side stride stand with arms bent to thrust—jump.


   Head erect, chest up, and arms well along the side of the head.

   Position—jump.

8. a. Marching in place.

   b. Marching in place facing L. on the first of every four steps.

   Execute a 4/4 turn L. Same R.

9. The cut—hop in place.


   Fast rhythm and swing leg
high. Arms should be free to help balance.

**Apparatus**

Activity.
Development and progressions of the straddle vault over the buck.

Alignment:
See diagram 2 of Lesson 2 in the October Journal.

Run and jump:
1. To a high momentary free support.
   Hands are placed on the near side of buck and legs are lifted as high as possible. The body must be arched, the legs together and the weight well over the hands.
2. To a support lying position frontways, hands placed at the far end. The body is well arched and the points of support are the hands and the knees.

Straddle dismount forward to a stand.

Push off firmly with the hands.

3. Straddle vault over the buck.
Aim to get a good momentary free support, hands at the far end.

Get a good push off at the moment of straddling.

Progressions.
Straddle vault with:
1. \(\frac{1}{4}\) turn L.
2. \(\frac{3}{4}\) turn R.
3. \(\frac{1}{2}\) turn L.
4. \(\frac{3}{8}\) turn R.
5. Straddle vault forward after raising the buck several inches on each jump.
6. Straddle vault forward after moving the take off several inches backward on each jump.

**Game**

Pass Ball.
Divide the class into two or more divisions and align in closed flank rank formations with all members in a full side stride position. Use medicine balls or basketballs.

At the command "go," the leader passes the ball backward between his legs and down the
A YEAR'S COURSE IN PHYSICAL TRAINING

Bending knees deep and raising wand forward.

Command: "1/4 wheel L. (R.) —march." On the command "march," the L. end member faces L. in four marching steps in place. At the same time the 2, 3 and R. end members take the proper sized steps so that the alignment of the rank is straight. The ranks will now be in one straight line as in a long front rank (a front line). Another 1/4 wheel would bring them into a column of front ranks again. The movement should be executed in three steps and a closing step.

After the wheeling is learned in the stand progress as follows:

a. 1/4 wheeling while marching in place. Give the command to march in place. The command for the wheeling is the same as in the stand but the class will finish marching in place.

b. 1/4 wheeling and marching forward and halting on command. Command: "1/4 wheel L. (R.) and forward—march." Same execution as in the stand but the class will march forward at the end of the wheeling.

c. 1/4 wheeling on command while marching about the space or in a front line.

NOTE:
All commands of "march" are given as the L. foot strikes the floor; take one step R. and then
start the execution of the tactic exercise with the L. foot.
2. Review any former tactics as known exercises.

**Free Exercise**

1. Arms for thrust—bend.
   Arms—lower.
   Fast rhythm. Raise knees high and thrust vigorously. Straighten well on the return.
2. Hands on hips—place.
   Hands—lower.
   The lunge is executed by striding sideward and bending the knee fully at the same time.
3. Hands behind head—place.
   Executed slowly. The trunk remains straight and the back flat.
   Trunk erect. Arms straight and pushed back.

![Lunging sideward with arms bent for thrust.](image)

**Apparatus**

Jumping to various seats and seat changings with various dismounts on the parallel bars. Bar raised chest high. Alignment.

The class will form in a front rank facing the side of the ap-

(Continued on page 52)
The Care of the Feet in Basketball

BY

DR. WALTER E. MEANWELL

University of Wisconsin

Dr. Meanwell is unquestionably one of the greatest coaches of basketball in the history of the game. Every coach is familiar with his exceptional record both in the Western and Missouri Valley Conferences. His experience in handling basketball men and his medical training make such articles as the one which follows of exceptional merit. This article will be continued in succeeding numbers of the Athletic Journal.—Editor's Note.

Napoleon emphasized the importance of the proper care of the individual soldier by his remark that "An army marches on its stomach." A basketball coach well could paraphrase and say that "A team wins with its feet," for the game has ceased to be a simple contest of skill with the shot; rather it is a game of favored position, secured by speed, quick stops and turns and by abrupt changes of direction.

Because of this type of footwork required in the modern game, basketball imposes strain and shock on the legs and feet to a greater degree than does any other game. There is not seen the severe and sometimes serious injury that occasionally results from football, but much more frequently basketball produces minor hurts, as painful bruises of the heels, strained muscles and ligaments in the feet, pain in the arches, and severe infection from blisters and abrasions. There are also other painful conditions common to basketball in which the cause is apparently located in the hip or the knee joint, but which in reality is due to foot strain. Altogether, the feet are the members most frequently affected and the most troublesome. The majority of teams lose one or more players for some part of the season at least, from injuries to the feet. The purpose of this article, therefore, is to describe the more common of these mishaps, to discuss approved methods of treating them, and, of still greater importance, to suggest practical and successful means of preventing them.

Preventive Measures

When the candidates for the squad first report in the fall, their feet are not in condition fit for severe play. The foot structures are not toughened to the unusual strain and shock they must sustain in practice and the skin of the feet is soft, moist, and easily blistered and abraded. The change to high topped, rubber-soled athletic shoes, alone would be sufficient to induce profuse sweating and foot burn; the pounding on "the hardwood," where proper precautionary measures are not followed, soon produces blisters filled with clear fluid or with blood and very sore, painful feet and knees are the result. The blisters readily become infected and may produce serious consequences.

Foot Gear—The earliest precaution possible is to provide proper foot wear. The athletic sock, now being commonly used, ankle high and of thick, soft, white wool, is of great value. It absorbs moisture and shock to a considerable degree, and gives much comfort and protection to the feet. It is immeasurably su-
perior in these respects to the ordinary sock and is well worth the cost.

Next and of much more importance, is the shoe. Many a team may well blame poor shoes for its ill success. In the earlier days of the game, we wore low tennis slippers with thin molded, hard rubber soles. These wore fairly well but did not stick to the floor, and gave almost no protection to the feet. Then, about fifteen years ago, the high topped shoes with thick, soft, spongy rubber soles, punched out with suction cups, arrived. These gave good protection and were comfortable, but were not at all durable nor were they good "stickers." The so-called "suction cups" are still with us and are worthy of discussion in view of the claims made for them by many manufacturers. The theory behind these contrivances is that a vacuum is created and a suction produced when the cups are slapped or slid on the floor. This is said to suck or stick the shoe to the boards. In my judgment it does neither, and I believe the suction cup to be both wrong in theory and absolutely non-efficient in practice. If the cups really secured adhesion by suction to the floor, and by so doing stopped a player's progress, they would certainly continue to operate similarly when he desired to start again and therefore would be an equal hindrance to a quick break. Nothing less than a college education would enable a cup to discriminate between those occasions when it should suck tightly to the boards and those on which it should let go. I have found the non-cupped, plain soled shoe superior to all others as to sticking and wearing qualities. Further, I have found the crepe sole to provide the best combination of the sought for qualities of resiliency, adhesiveness, and toughness that the manufacturers have produced.

Shoe Qualities

The shoe for the team should be selected with judgment. Whether and how fully it meets the chief requirements, rather than the minor ones, should determine the choice. In my judgment, these requirements are, first, its sticking qualities. First, last, and always, a shoe must "hold the floor." This will in a great measure depend upon the softness and purity of its rubber compound, but more than all else, upon the design and construction of its sole. This latter point, the design of the sole, has been given surprisingly little study by the manufacturers heretofore. The technical judgment of the coach was not secured before soles of various shapes and patterns were produced. The coach is the last word in matters concerning the fit, adhesiveness, durability, and other qualities of the shoe, and he is the one man best fitted to suggest the kind of shoe best fitted for his needs.

For instance, there are extensively advertised shoes which possess convex, rocker-shaped soles and heels. The remaining makes almost invariably have perfectly flat soles with rounded, receding edges. Both the rocker and the flat soled shoe will stick only when the player slaps his feet flat on the floor, for the edges of the shoe do not strike. A flat-footed player is one constantly off his balance. The basketball stop, and especially the quick start, is made chiefly from the edges of the shoes rather than from the soles. The inside edge is especially prominent in this work. Any successful coach could supply this information to the designers and also suggest
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To give maximum sticking qualities, the sole of the basket ball shoe should be concave, rather than flat, and should never be convex. Furthermore, the edges, which are so important in securing quick action, should not recede from the sole; but on the contrary, should be made especially prominent. They should be built up so as to strike the floor with certainty. This is the style of sole that will best provide friction edges to secure quick starts and stops and to eliminate slipping.

Next to adhesiveness, the shoe should be protective. It should absorb shocks, prevent foot burn and give ease and comfort. Here again, a shoe with raised edges, with a concaved central area beneath the ball of the foot, which, however, should be sufficiently shallow so that the sole of the foot finally strikes the floor when the body weight is forcibly thrown on the foot, meets the need, eliminates shock and the fatigue that constant pounding on hard boards creates.

Additional ease and protection should be secured by padding the heel with a slip of porous rubber. This should be at least one-half inch thick and shaped to fit in the entire heel seat. Such pieces of rubber are best inserted beneath the insole and should be fish-glued into position.

Another point of note, is to secure a shoe with a reasonably thick sole. The boys themselves will choose a featherweight shoe every time. The coach should realize that proper protection requires a certain thickness, as well as softness, of sole. He should also realize that an extra ounce of weight per shoe, if it results in the provision of proper protection, far more than offsets the advantage of exceeding lightness, by minimizing arch and knee troubles and the fatigue from constant pounding.

The insole also is important and should be a non-conductor of heat so as to lessen the foot burn that is so annoying.

The uppers should be as light as is consistent with durability. Some makes are cut too high and present a crease at the top of the back seam which causes a painful swelling on the “heel cord.”

Last, the shoe must be durable, though durability can easily be secured by making the sole so hard that softness, springiness, and “sticking” qualities, are lost. Other considerations, as of color, trimmings, and even the cost within reasonable limits, are inconsequential and have no bearing on success.

With the equipment provided, the next consideration is the actual care of the individual. It is much easier and more profitable to keep a regular in the harness, through the exercise of proper care, than to break in a substitute for him.

The Care of the Skin

If one of the two following procedures is employed, beginning with the very first day of practice, the skin of the player’s feet will be toughened, dry and resistant to chafing, and blisters, bruises and abrasions will be prevented in great part.

First, the player’s feet should be thoroughly soaped and bathed, following practice. Then they should be painted on the soles and between the toes with Compound Tincture of Benzoin, which is allowed to dry on. Then the feet are powdered with talcum.

Another means of treatment which is about of equal value, is to soak the feet for three or five minutes, following the bath, in a
bucket half full of water, in which a heaping handful of tarmic acid powder has been dissolved. Change the water every other day.

Either treatment may be continued in the presence of small blisters or abrasions, and will benefit them as well as toughen the remainder of the surface.

Question: What effect will the note under Section 5, Rule IX, have on shift plays?

Answer: Heretofore referees have quite generally refused to penalize for failure to come to a full stop on shifts where they (the referees) were in doubt. Under the new interpretation, they are expected to impose a penalty for the failure of the offensive men to remain stationary whenever there is any reasonable doubt in the minds of the officials.

Question: A team in northern Indiana when near the middle of the field called a signal for a place kick from scrimmage. The ball was passed to the holder but the kicker went back further than usual and the center on the defensive team broke through and kicked the ball as it was being held by the other team’s quarterback. The ball went across the goal line and the defensive man who kicked it fell on it for a touch-down. The referee allowed it. Was he right?

Answer: Yes.

Question: Team A makes a pass over the goal line. The pass is intercepted by a member of Team B who starts to run but is tackled behind the line. Realizing that he cannot cross the line he throws the ball forward. The ball is recovered by a member of Team A who crosses the goal line and claims a touch-down.

Answer: Yes, Team B fouled and Team A has the right to refuse the penalty and keep the touch-down.

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BOSTON, MASS.
The Old and and the New

By O. A. Engel

Mr. Engel, who is now associated with the Meyer-Both Company, a syndicate advertising concern, was formerly advertising manager of the Store for Men of Marshall Field & Company, advertising manager of the Hub, and for seven years was with the sporting department of the Chicago Tribune. He was a charter member of the Athletic Officials Association and has officiated football games in the central west for fourteen years.—Editor’s Note.

Football as played today; football as seen today; football as officiated today—well, old timer, it “ain’t” what it used to be.

What a transformation has taken place in the ethics of the game! What a change in the spirit of coaches, players and spectators!

Here’s a story that illustrates what we mean!

About ten years ago the writer umpired a game between two minor college teams. The referee of that contest is today recognized as one of the leading officials in conference circles.

The game in question was about as tight as a sardine box. In the closing minute of play a member of the visiting team plunged across the goal line, swaying as he did so, but when the ball was found in the tangled mass, the player was three inches from the coveted goal.

As to the legality of the touchdown there wasn’t a question of doubt in the minds of any of the officials. The player and ball had passed the goal line by at least a foot.

Rushing on the field like a bull seeing red, the coach of the losing team dashed at the referee, grabbed him by the shoulders and shook him violently, at the same time meting out the vilest tongue lashing heard upon a gridiron.

The referee stood his ground, but realizing the futility of the situation and staring the coach out of countenance, said not a word until the irate mentor had his complete “say.” Then he explained the ruling to which he received substantiation from the other officials.

An hour later when the coach permitted his blood pressure to recede to normal he sought out the officials. As vituperative were his remarks during the disputed decision, so effusive were the apologies extended. Surely here was a changed man, if there ever was one!

And from that day to this, it is said, this coach has never spoken but pleasantly to an official. There have been occasions, it may be remarked, when he could have repeated the above mentioned violent outburst, but he has always held himself in restraint.

Since then this mentor has often said that he alone is responsible for the selection of officials and he alone will take full blame and responsibility for any mistakes they may make.

Furthermore, this coach believes that similar action usually incites mob violence and if the officials lose control of the game, the sport suffers a severe setback and if riots at games become common the game will eventually pass out.
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A copy of the article by Dr. W. E. Meanwell, "Care of the Feet,"
for Basketball players will be sent to you upon request.

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ROCK ISLAND, ILLINOIS
Yes, old timer, there has been a marked change in the conduct of coaches, players and spectators—all for the advancement of the sport.

Today the game is played with brain and brawn—and decency. Ask the average player, for example, about a rule covering a definite play and invariably you get the correct answer—even to a hypothetical question which at one time could only be answered by a psychiatrist.

In years gone by the poor official was the target in almost every disputed play. Player and coach and water boy jumped upon him with knees and feet foremost. And most of the arguments were due to a general ignorance of the code governing the game.

It's true that both official and player seldom took the trouble to read the rules and frequently most of the reading was done on the field of play. An interpretation meeting was the spectacle often presented to the stands.

Quibbling over definitions, squabbling over “continuity of downs” and the like; wrangling over this and that—all these things were as much a part of the game as the flying wedge, the tackle-around plays and the tandem formations.

Furthermore, coaches and players were an unscrupulous lot. The spirit of “win at any cost” was prevalent and when used in conjunction with a lax or conscienceless official, the results were bad for the sport.

Truly, it's a miracle that football didn't go to the scrap pile. Probably those few who believed in the sport kept it alive by “revival” methods.

No longer does the referee get a reply like this, when asking about his fee: “Well, $25 if we win and $15 if we lose!”

No longer are there murderous threats made against an official, who in doing his duty as he sees it, inflicts five consecutive penalties, totaling 75 yards, and shoves the offending team back to its goal line.

Well, old timer, you may not believe it or not, but this actually happened. A coach, noting that a referee had made an error in his ruling, rushed out onto the field, after obtaining permission, and told the official that he had erred.

The referee reversed his decision—and the change proved disastrous to the honest mentor. Ultimately it resulted in a touchdown—and victory for the opposition.

Now and then we've seen an obstreperous player, wild with rage, make a diabolical lunge at an official. While in the act his captain would grab him by the neck and order the belligerent player out of the game. Following this act he would read the law to his fellow players.

It's a rarity to have the officials escorted from the field of play by a cordon of police and then sneak out of town by the back door.

Another step toward the Utopia of football occurred a few seasons ago when the visiting team, knowing the capabilities of an official—also an alumnus of the opposing school, readily and cheerfully—in fact requested that this man referee the game!

A year ago Director A. A. Stagg of the University of Chicago wrote to the Athletic Officials' Association, an organization of highly trained central western officials, asking that body to pick the arbiters for the Chicago-Colorado game.

Incidentally the A. O. A. and several organized groups of officials have been instrumental in raising the standard of both playing and officiating. The A. O. A.
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How American Swimmers Captured
The Olympic Games

BY

COACH WILLIAM BACHRACH
Illinois Athletic Club

For more than 20 years Coach William Bachrach of the Illinois Athletic Club, has been a dominating figure in the swimming world. He has been not only a producer of world's champions and record breakers, but also a successful instructor for thousands of beginners. His list of world's record breakers is too long for complete reproduction here, but some of the most outstanding in recent years have been John Weismuller, holder of more than 50 international marks; Norman Ross, the greatest before Weismuller; Perry McGillivray, Robert Skelton, Harold Krug, Harry Hebner, Michael McDermott, John Faricy, Arthur Raithel and Eugene Bolden. His women's team includes Miss Sybil Bauer, holder of all women's records in the backstroke; Miss Ethel Lackie, Miss Minnie DeVry and others. Coach Bachrach collaborated in the production of The Outline of Swimming, an Encyclopedia of the Sport, which is declared to be a most authoritative volume. Bachrach was head coach of the American swimming team at the Olympic Games, and his own personal proteges brought home 6 Olympic titles.—

Editor's Note.

Uncle Sam's overwhelming victories in the Olympic swimming championships for both men and women were triumphs not only for the personnel of the teams, but also for American methods. We outnumbered our rivals, thanks to the generosity of those who made the transportation of large teams possible. We outclassed them with our great stars, who could have fared well enough without the aid of numerous lesser lights. Our athletes were perfectly trained, splendidly managed, and they revealed the true competitive spirit which brought them through close contests with highest honors.

Above all, however, our athletes employed methods that produced better results than their opponents with less effort. In the technique of the American swimmers, in all styles of swimming, rested our greatest advantage.

John Weismuller won the 100 and 400 meter races against such stars as Arne Borg and Andrew Charlton of Australia. All three used the crawl stroke, but Johnny was the only one who got real propelling power out of his legs. His rivals had the arm action developed powerfully, but his superior leg action gave him the margin with which he won.

Johnny used the American crawl stroke with its short leg action coming from the hip, the feet being used like the lashes of whips. Borg and Charlton used more of the trudgeon style of kick, their legs opening wider and making fewer beats.

It was mastery of this same American crawl stroke that gave our girls supremacy in the free style races. In particular did it enable Miss Ethel Lackie to win the 100-yard race in which all advance calculations placed her at least third.

It was our own peculiar leg action in the breast stroke that
How American Swimmers Captured Olympic Games

won for Robert Skelton the breast-stroke championship. This leg action consists of the direct separation of the legs for the kick—the “fish-tail flip” which has rendered the “frog kick” obsolete. The stroke used by Skelton is executed in two counts instead of the old three counts, and it avoids the resistance caused by the action of the legs in the first count of the old system.

These points of technique are all described fully in my book, “The Outline of Swimming.” So far, you will notice, I have mentioned chiefly my own swimmers. In writing about the Olympic games, however, I could hardly do otherwise, because my swimmers brought back so many of the championships.

In the backstroke competition Miss Sybil Bauer established her supremacy through the same qualities—mastery of improved technique. As the backstroke used by Miss Bauer is simply the American crawl inverted, what was said about the leg action in the crawl applies to her backstroke also.

One outstanding fact about all our American swimmers was their achievement of the greatest results with the least cost of energy. Relaxation was their

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The Athletic Journal

chief characteristic. Relaxation works hand in hand with the mastery of technique. You cannot have one without the other.

In review, we find that swimmers from the United States won 221 points against 55 for Sweden, the nearest rival. Great Britain was third with 50, and Australia, which was expected to be a close competitor to Sweden, secured 35 points. France got 17, Belgium 13, Japan 8, Denmark 6, Hungary 4, New Zealand, Switzerland, Holland and Czechoslovakia, 2 each, and Austria and Luxembourg, 1 each.

Entries from Argentina, Canada, Spain, Greece, Italy, Norway, Finland, Portugal, Ireland and Jugoslavia scored no points.

In water polo, which is not played extensively in the United States, France won the championship, defeating Belgium in the finals, 3 to 0. France got down to the finals by trimming the United States in the first round, 3 to 1 in extra periods; Holland in the second, 6 to 3, and Sweden in the third, 4 to 2. Great Britain's team, which was expected to be strong, was eliminated in the first round by Hungary, 7 to 6, which was later downed by Belgium, 6 to 2. Other nations which competed were Spain, Italy, Switzerland, Ireland, Austria, Greece and Czechoslovakia.

So far as the individual performances go, the summary of the events tells the story better than any recital here can. It may be pointed out, however, that America, with the aid of the Hawaiians, captured seven of nine firsts in the men's swimming events. Australia got the other two, the 1,500 meter swim and the plain high diving. In the Women's events, American girls brought back six out of seven titles, the only interloper being Great Britain.

In this connection it is interesting to note that American star swimmers are distinctly better than the stars of other lands, while our track and field stars were forced to pick up most of their points outside of firsts.

Following is a complete summary of the results:

MEN'S EVENTS

100 Meter, Free Style
Won by Johnny Weissmuller, Illinois A. C.; Duke Kahanamoku, Los Angeles A. C., second; Sam Kahanamoku, United States, third; Arne Borg, Sweden, fourth; Takaishi, Japan, fifth. Time, :59. (New Olympic record.)

400 Meter Free Style
Won by Johnny Weissmuller, Illinois A. C.; Arne Borg, Sweden, second; Andrew Charlton, Australia, third; Arne Borg, Sweden, fourth; Hatfield, Great Britain, fifth. Time, 5:04 1-5. (New Olympic record.)

1500 Meter Free Style
Won by Andrew Charlton, Australia; Arne Borg, Sweden, second; F. E. Beaurepaire, Australia, third; Hatfield, Great Britain, fourth; Katsuo Takahashi, Japan, fifth. Time, 20:6 3-5. (New world's record.)

800 Meter Relay
Won by United States; Austria, second; Sweden, third; Japan, fourth, and Great Britain, fifth. Time, 9:53 2-5. (New world's record.)

Relay Team
John Weissmuller, Ralph Breyer, Wally O'Connor, Harry Clancy.

100 Meter Back Stroke
Won by Warren Kealoha, Hawaii; Paul Wyatt, Uniontown, Pa., second; Bartha, Hungary, third; Blitz, Belgium, fourth; Rawlinson, Great Britain, fifth.
How American Swimmers Captured Olympic Games

Time, 1:13 1-5. (New Olympic record.)

200 Meter Breast Stroke
Won by Robert D. Skelton, Illinois A. C.; Decombre, Belgium, second; W. T. Kirschbaum, Hawaii, third; Linders, Sweden, fourth; Wyhs, Switzerland, fifth. (Only five men started.) Time, 2:56 3-5.

Springboard Diving
Won by Albert C. White, Le-land Stanford University, 7 points; Pete Des Jardens, Miami, Fla., second, 10 points; Clarence Pinkston, San Francisco, third, 14 points; Lindmark, Sweden, fourth; Eve, Australia, fifth. (Only five qualify for points.)

Plain High Diving
Won by Eve, Australia; Janson, Sweden, second; Clark, Great Britain, third; Ban Thrash, San Francisco, fourth; Vincent, France, fifth; Pete des Jardens, Miami, Fla., sixth.

High Fancy Diving
Won by Albert C. White, United States, with 9 points; Dave Fall, U. S., second, 11½; Clarence Pinkston, U. S., third, 16½; Adlerz, Sweden, fourth, 19; Leonard, France, fifth, 24.

WOMEN'S CHAMPIONSHIP

100 Meters Free Style
Won by Miss Ethel Lackie, Illinois A. C.; Mariechen Wehselau, Honolulu, second; Gertrude Ederle, New York, third; Miss Jeans, Great Britain, fourth, and Miss Tanner, fifth. Time, 1:12 2-5. (New world's record.)

400 Meters Free Style
Won by Miss Martha Norelius, Women's Swimming Association, New York; Miss Helen Wainwright, W. S. A., New York, second; Miss Gertrude Ederle, W. S. A., New York, third; Miss D. A. Molesworth, Great Britain,

(Continued on page 48)
Scoring Plays

by

John Van Liew

Mr. Van Liew was graduated from Grinnell College, where he played quarter-back on the football team. For three years he was Director of Athletics at the Joliet Steel Works Club; for ten years Athletic Director and Coach at East High School, Des Moines, Iowa; for fourteen months he served as Camp Athletic Director at Camp Dodge, Iowa, and now holds a commission as Captain in the Reserves; for three and a half years he was Athletic Director at Champaign High School and is now starting his second year as Director of Athletics and Football and Basketball Coach at Knox College.—Editor's Note.

Scoring plays are those upon which you place your dependence for scoring and may be classified as goal line plays and plays out in the field.

It is easier to draw opponents out of position while in the center of the field and make a special play good for a long gain and possible score than near the goal where the attack and defense work in a restricted area. That is, the defense does not have the area to cover on passes and an extra man may be brought in to add to the active defense. When near the goal every man charges in hard making it exceedingly difficult for evenly matched teams to gain.

Some coaches find a play that gains for them early in the game and instruct their field generals to hold that for a scoring play. Another way is to use the weak spot to get to a goal and on the same play send the ball either inside or out of the original place of attack.

Scoring is much simpler when you have a field general, who understands the art of making the opponents play where you want them. By this I have in mind a field general who calls each play to make the succeeding play good. He is drawing the defense in the earlier play to a position which will make the later play good. I might illustrate this by an example of the Wisconsin-Minnesota game of almost ten years ago. Wisconsin was fighting on their goal. Three times Minnesota drove off tackle and were held. The fourth time Minnesota drove for the same spot and were stopped again but the man with the ball had circled to the outside and scored untouched.

Deception in the point of attack and power in the play are two things that are necessary for success against a good team. I would suggest two straight plays to illustrate this.

In Diagram 1 the Q feint to LH and turns clear around and passes to RH who follows F through between RG and RT. This may be followed by the same play with RH going to the outside of the tackle. RH starts for the same opening as before and cuts to the outside.
Two passing plays which I have seen score may be used.

In the first the man is back for a place kick. The ball is passed and the quarter places it on the ground and the kicker takes a step as though to kick; the ball is tossed up to him and he passes to an end who held and then ran out laterally to receive the pass.

The second play is of the same type but from a running formation and is shown in Diagram 3.

![Diagram 3](image)

The offensive team drives off tackle twice; the third time the end hesitates then goes straight out and the quarter feints a pass to the LH then drops back five yards and passes to the end.

A driving play with power is a drive on tackle using the line in wedge formation with the first two backs driving in for added power.

![Diagram 4](image)

LE and LT go for the defensive F.

LG brushes opposing G and cuts off F.

GTE drive straight forward shoulder to shoulder.

F drives on offensive RG and RH drives on offensive RT.

Q drives in between C and RG.

The most essential thing for successful scoring plays is a field general who calls plays where the offensive team has the greatest opportunity to handle the opponents and deception in the point of attack.

Four Miles of Bleachers

Atlantic City faced a stupendous seating problem for the Beauty Show in the 1923 Pageant. The committee needed hundreds of sections that could be put up in a few hours. They turned to us; and when the day arrived, four miles of stout Knockdown Bleachers lined the Board Walk ready to seat more than 20,000 spectators.

In erecting Knockdown Bleachers there are no nails to drive or bolts to tighten. Indoors or outdoors unskilled labor can put them up or take them down in an incredibly short time. Once up, they stand firm against the surging of the wildest crowd. Jacks and horses of strong yellow pine, securely bolted, and metal parts of rolled steel assure the greatest solidity.

Knockdown Bleachers are designed for maximum comfort. The seat boards, made of high grade fir, are smooth and painted. Foot boards on separate levels provide a rest for the feet where they cannot soil the clothes of those below.

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LEAVITT MANUFACTURING CO.

380 Griggs St. Urbana, Ill.
Selecting and Placing Basketball Men

BY
RALPH JONES

Mr. Jones first coached the Wabash College basketball teams and then accepted the position of basketball coach at Purdue University where his success attracted the attention of the athletic directors of the Western Conference. From Purdue he went to the University of Illinois where he coached varsity basketball and freshman football and baseball for eight years. He is now Director of Athletics and Athletic Coach at Lake Forest Academy. Mr. Jones' basketball articles in last year's Journal were popular with the basketball coaches and we are pleased to announce that he will contribute a series of articles again this year. By request Mr. Jones is running in this issue an article which has been used before in another form.—Editor's Note.

START the men who do not play football in light practice two or three times early in the Fall. Work on goal throwing, passing, turns, starts and stops, watching the individuals closely, picking out their good points and the way they handle themselves, etc., as well as their weaknesses. Especially watch for men who have natural ability to hit the basket. A good big man is better than a good little man; but a small man who has a natural eye for the basket and is fast and a fighter is better than a much larger man who is slow and cannot hit the basket consistently. Remember that small men get into condition quicker and in early practice appear to much better advantage than a large man. If a big man has fair speed and has some ability and exhibits determination and fight, work hard on him. If he does develop, you will really have something worth while. After two or three weeks have several short scrimmages simply to get a line on how the individuals handle themselves in actual play. Three or four days of scrimmage should give you enough of a line on your men to enable you to make your first cut. Drop all men who are slow, clumsy, and unable to throw goals. Remember you have got to score to win games. From now on cutting the squad should be a slow process. Work on fundamentals and as soon as you can decide upon the men divide them into two teams and teach them the first steps in your style of offense and defense without any opposition. Do not have any scrimmage until they are well grounded in the above.

In picking your men use care not to take a man just because he can hit the basket. Speed and fight are very essential. If you have a man who is an exceptionally good shot, but is slow and not much of a fighter, work him on starts and sprints and try to drive him into scrapping. Some men who seem to be "yellow" are only timid and if you can only get them started they find out what they can do and develop into good men. A good big man is better than a good little man, but a scrappy little team that can hit the basket can run all over a big slow team.

First, decide upon your center. A tall man or a good jumper is a great asset as he can control the ball at center which means that you should be able to start your play from center and even if you do not score on the play, you will have possession of the ball more during the game. The other team cannot score while you have the ball in your possession.
He will also have an advantage under the basket, in following shots, etc. The center should be the best man on the team having the essentials of a good forward as well as a good guard. He should be a good floor worker, should have speed, fight, and ability to score. Don't make the mistake of using a man just because he is tall and can control the ball and is then practically useless. It is much better to use a smaller man who can really play the floor, hit the basket and is good on defense. While a team that cannot control the ball at center is handicapped, yet by proper coaching they can get the ball from the tip off a surprising number of times. But even if the opponents get the tip off most of the time, your team will not be as greatly handicapped as they would playing with a man at center who is useless after the tip off. A good center is in the play more than any man on the team, and his

![MINIATURE CHARMS](Image)

Well constructed—Neatly lettered. Free catalog showing full assortment. Prices on any balls illustrated including ten letters of engraving on each: 10K solid gold, $5.25. Gold-filled or sterling silver, $2.65. Athletic Medals or Cups, Class Rings, Pins, Fraternity Emblems.

METAL ARTS CO., 7761 South Ave., Rochester, N.Y

Write for our illustrated circular which completely describes the DeMOIN Gymnasium Mat. Duotex filling (an exclusive feature) gives this mat two surfaces with two degrees of resiliency. One side is softer than the other. The woven hair and felted hair used in Duotex filling will not "mat" and can be re-covered again and again.

The DeMOIN Gymnasium Mat is covered with heavy, unbleached, wide roll duck. Mats or pads are made in any size, for any purpose. You can depend on DeMOIN Gymnasium Mats for long wear and satisfactory service. They are cheapest in the end.

Be sure to get our prices and complete description of these wonderful mats before you order. By selling direct, we give you a better made, more durable mat for less money. Write today for circular and prices.

DES MOINES TENT & AWNING CO.
913 Walnut Street
DES MOINES, IOWA
endurance should be unlimited as his playing space is only limited by the size of the floor. He should be good at tipping the ball into his basket or batting it out to a team mate. He should also practice getting the ball off the bank and passing it out when his team is in danger of being scored upon. Have him practice faithfully the jump at center. When jumping some centers squat too much, others not enough. Have him try different ways until you decide which is the best for him; then stay at it. Some face directly down the floor; others do well by turning slightly to the side and turning into the opponent as they jump. The arm should be shot straight up, fingers straight, and the ball practically caroms off the fingers. A little thoughtful work means several inches gained in height of jump.

Timing the jump is a thing that requires a great deal of practice. Quite often a center who cannot jump so high as his opponent will control the ball consistently simply because he jumps at the right time. Some centers get very clever at hitting the ball as it goes up and get away with it time and again unless their opponents call the attention of the referee to the fact. Another stunt that some centers use when they are being out-jumped is to strike just under the ball, bending the fingers and striking the opponent's wrist, causing the ball to go wrong or dropping straight down. A center should also practice jumping, tipping the ball, and alighting on the run. This will enable him to get away from his opponent.

In picking your forwards, the big thing is their ability to hit the basket. Height is of great advantage but to be a good forward, a man must be fast and clever on his feet. He must be cool and not easily rattled, otherwise he will throw wild when closely guarded. He must learn to shoot from any position or angle. He must be drilled on turns and foot work continually. This makes him elusive and hard to guard. He should learn to hesitate and dart into an opening getting there at the last instant to receive the ball for a shot. He must be able to play the floor and help out both on offense and defense. He must be keen mentally and not easily discouraged. Some men are great shots when things are going right but blow up when under a strain, while other men do their best work when under fire. A forward should learn to pass when covered and not take hope shots. They should practice shooting as quickly as possibly consistent with accuracy and should learn to use the same speed, no faster, when pushed. They should also learn to follow shots as a man can get a good percentage of his baskets on follow shots.

Most forwards are weak on defense. It is a good plan early in the season to lay stress on their defense. They are forwards and they think that their main duty is to score and it is therefore human nature for them to be lax on defense. It is sometimes advisable to have a forward who is weak defensively do nothing but guard and pass for three or four days, not allowing him to take a shot. This is also good for a man who insists upon shooting when a team mate is in a better position to shoot. To be a good forward, a man must be cool, clever on his feet, alert, a good shot, and a real fighter. He is going to get some pretty rough handling at times.

Great care must be taken in selecting your guards. They are much more important than most
people realize. A good pair of guards often simply demoralize their opponents. A big guard, other things being equal, has a great advantage over a smaller man. He is not so easily bumped around. His reach is of great advantage, not only in guarding, but in intercepting passes as well as taking the ball from the bank. A team without at least one guard who can score is at a great disadvantage, while a team with two good scoring guards is very fortunate indeed. There was a time when the guards were not supposed to score, but that time is past.

To be a good guard a man must be fast and able to stop and recover rapidly. He must have good balance and be a determined fighter. He must be a good judge of distance and speed which will enable him to decide when to play the ball, intercept passes, or play the man. He must keep cool and be able to size up his man and discover his strong points and his weaknesses. Nothing is so discouraging as to see a forward work the same thing time and again on one of your guards. The guards should be good passers as they in most cases start your team work after the opponents have taken a shot. If a guard makes a good pass out to a team mate your team work is started. If he makes a bad pass the opponents have an excellent chance of recovering within shooting distance. When a guard gets the ball from the bank, he should be clever in turning away from an opponent and in getting away a good pass quickly. The guards

(Continued on page 51)
Quick Relief For Three Minor Injuries

BY

FRED G. ERNEY

Mr. Erney was graduated from the Southwest Texas State Teachers College in 1914. He played football and baseball for two years. Later he attended the University of Texas and the University of Kansas. He obtained an A. B. degree from Kansas. He coached San Marcos High School for a number of years and had an undefeated team in 1914. For a year and a half he served as Flying Instructor in Army Aviation. In 1920 Mr. Erney accepted the position of Coach in the Cleburne Public Schools, where his teams have established a record of playing twenty-six football games without defeat. He has also been very successful in track. Last spring his relay team won a first place in the National High School Track Meet in Chicago.—Editor’s Note.

The following methods of treatment are intended to relieve the injury in question, and not to supplant further intelligent treatment. They have been tried in numerous cases, and the men put right back into the game.

“Charley Horse”—This treatment is for the common type when a man receives a blow upon the front muscles of the upper leg. Have the injured man take a standing position. Let another player support the shoulders, standing in front of him. Have another grasp him by both hips, and exert a steadying pressure only. Now grasp the injured leg by the ankle and slowly swing it upward toward the buttocks. When the tension begins to come into the leg try, by words, to get the injured man to relax the muscles. Exert gentle pressure by oscillating the leg until the muscular tension diminishes. Now give the leg a quick push right into the buttock. Repeat the above operation once. Release him and let him trot around. The results and relief will pay for your trouble. Follow with approved treatments.

“Catch in Shoulder”—This is a common injury among football men but occurs in other sports. It usually comes from tackling, or from a blow upon the shoulder. The victim often cannot raise his arms above his head, and complains of a “catch” about the time the arm comes to the horizontal. Place the injured man face downward upon the training table with arms and head hanging off one end of the table. (Two benches placed side by side and padded with blankets or sweaters may be substituted for the table.) This will throw the spinal column into relief. Locate the large vertebra on the back of the neck (usually the seventh cervical). With the fore-finger probe carefully from the fourth cervical downward right along the margin of the spinal column on the same side next the injury. Place your finger-tips on the vertebra will help in this de-
QUICK RELIEF FOR THREE MINOR INJURIES

terminating. Having found the one that is out of line, place the base of the thumb along side the vertebra, then with the heel of the other hand placed upon the thumb to give pressure, exert a quick thrust downward, and outward, toward the injured shoulder. Get the patient to relax by feinting to throw the vertebra back into place before giving the final jab. Two or three efforts may be required. This treatment is astonishing in effect as it gives instant relief. It may save a valuable man to a game as he can be returned at once. After giving this temporary treatment send the injured player to a medical man who understands athletic injuries.

"Sore Knee" or "Sore Hip"—As soon as a man complains of "sore knee" or hip, especially if he reports pain on the outside margin of the knee-cap, lay him upon a smooth surface and "measure his legs." To do this,
straighten the body in a perfectly symmetrical position with the patient upon his back. Grasp the ankles with each hand and place the thumb upon the inner "ankle-bones." Bring the feet together evenly. You may find the "ankle-bones" fail to come to a perfect juxtaposition from a fraction of an inch to one and a half or two inches. The remedy is not so easy.

(a) If the injured leg is too long, fold up the leg, the man remaining upon his back, with the knee going toward the breast. Hold the leg by the ankle and upper part of the shin-bone or knee-cap. Slowly press the doubled leg downward toward the breast making sure that the knee-cap describes an outward arc in descending (the chord of the arc being almost perpendicular to the breast.) Continue this movement and talk to the patient until he relaxes the muscles. Now give a quick downward thrust deep into the patient's chest. Throw your weight into this thrust. Test your results, after each thrust, by "measuring his legs." Try this several times if you do not get results at first.

(b) If the leg is too short, grasp the injured member by the ankle and calf. Gently pull the leg downward and upward (simulating the downward kicking movement). Continue until the muscles relax. Quickly shift both hands to the ankle, and suddenly give a sharp, powerful jerk downward. "Measure his legs" to test results.

Both of these treatments are for field use only as they involve the pelvic girdle and attachments. Send the injured player to a good man on athletic injuries after applying the treatment just described.
How American Swimmers Captured Olympic Games
(Continued from page 33)

fourth. Time, 6:02 1-5. (New Olympic Record.)

400 Meters Relay
Won by the United States; Great Britain, second; Sweden, third; Denmark, fourth; France, fifth; Holland, sixth. Time, 4:58 4-5. (New world’s record.)

Relay Team
Ethel Lackie, Mariechen Weh selau, Gertrude Ederle, Euphrasia Donnelly.

100 Meters Back Stroke
Won by Miss Sybil Bauer, Illinois A. C.; Miss Harding, Great Britain, second; Aileen Riggin, New York, third; Florence Chambers, San Diego, fourth, and Mlle. Mullerova, Czechoslovakia, fifth. Time, 1:23 1-5. (New world’s record.)

200 Meters Breast Stroke
Won by Morton, Great Britain; Miss Agnes Geraghty, W. S. A., New York, second; Carson, Great Britain, third; Petersen, Sweden, fourth; Gilbert, Great Britain, fifth; Coster, Luxembourg, sixth. Time, 3:33 1-5.

Springboard Diving
Won by Miss Elizabeth Becker, Atlantic City, N. J., with 8 points; Miss Aileen Riggin, New York, second, 12; Miss Carol Fletcher, Pasadena, Cal., third, 16; Oliver, Sweden, fourth, 20; Johnson, Sweden, fifth, 21; Bornett, Austria, sixth, 28.

Plain High Diving
Won by Miss Caroline Smith, Cairo, Ill., with 10½ points; Elizabeth Becker, Atlantic City, N. J., second, 11 points; Mlle. Topel of Sweden, third, 15½; Mlle. Nielsen, Denmark, fourth, 17½; Helen Meany, New York, fifth, 22, and Miss White, Great Britain, sixth, 28½.

Basketball Will Draw Crowds

if comfortable seats are provided for them. Circle Portable Bleachers can be erected for a game in an afternoon, and taken away the next day. They will seat a bigger crowd with more comfort than either chairs or built-to-order bleachers.

CIRCLE A
Portable Bleachers
are steel-shod against wear or slipping, and steel-bound against side-sway. They can be used indoors or outdoors, for all sports, in all seasons. Send for illustrated descriptive circular giving full details.

CIRCLE A PRODUCTS CORP., 702 Neil St., Champaign, Ill.
Makers of Circle A Portable Schools
The Correlation Between Class Work and Athletics

BY

ALBERT L. LINDEL

Mr. Lindel was graduated with an L. L. B. degree from Drake University, where he competed in track and field athletics and was also a member of the football squads. After graduation he practiced law in Minneapolis for a number of years. Last year he was athletic coach at the University High School, University of Minnesota, and is now coaching the University High School teams at the University of Illinois.—EDITOR'S NOTE.

A study of the effect of high scholastic standards for athletes and the ability of these athletes to master subjects in the class room compared with their ability to master subjects on the athletic field was made at University High School, University of Minnesota, during the school year of 1923-24. The results of the study are very interesting both from the standpoint of the athletic coach and from the standpoint of the school administrator, as a very close correlation was shown between the two abilities as motivated by interscholastic competition.

In the study three competitive interscholastic sports were used, cross country running, swimming and track and field athletics. Teams in these sports had never been organized in this school previous to this time and the boys reporting to the athletic coach experienced for the first time in their lives the thrills of athletic competition. They had no knowledge of the stride in running, the form in the various swimming strokes or field events and had never before worn track shoes. It was necessary for them to learn every motion and to train every muscle needed in these sports for them to be able to compete. The coach was working "virgin soil."

The teams were very small, being picked from a student body of only two hundred and twelve students, of whom only one hundred and five were boys. In addition to this there was another factor which made the teams small. The school maintained teams in football, basketball and baseball and the boys were required to elect their sport and were not allowed to compete in intra University and interscholastic sports. The sports on which this study was made were new and consequently did not attract the older and larger boys of the high school. Furthermore, the athletic budget made no provision for these teams and all expenses for suits and equipment were borne by the members of the teams.

In five of the meets entered by these boys the oldest boy on the University High School team was younger than the youngest boy on the team against which they were competing. The oldest boy on the three teams, a member of the track team, was only seventeen years of age. All others on
the three teams were from thirteen to sixteen years of age.

The boys on these teams were awarded regular letters for participation in athletics and a uniformly high standard was adopted for granting this honor. Further, all boys were told that no letter would be granted to anyone not completing all scholastic work carried during the period of athletic competition when the letter was won.

The effect of the high standards of University high school is shown in the following tables. It will be noted that the scholastic averages of the various teams was in every instance above the school average during the period in which that team engaged in interscholastic competition. Had a lower standard than a "full load," or four subjects, been adopted, it is believed that the members of the team would have shown a tendency to slight their school work for athletics and to have concentrated their time on only the number of subjects necessary to be carried successfully to be eligible for competition.

This is further shown by the fact that the averages of these teams improved steadily from month to month during competition and in every instance was higher than the average for these same boys during the preceding corresponding period in which they had not been engaged in interscholastic athletic competition.

One instance was observed in which one of the regular members of a team completed all scholastic work carried during the period of athletic competition with comparatively good grades. In the period following this sport, during which time he was not engaged in interscholastic competition or athletics of any kind, he

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A very interesting booklet, "Conditioning and Training in American College Athletics", will be sent all charges paid, upon receipt of request.

THE DENVER CHEMICAL MFG. CO.
20 Grand Street
NEW YORK CITY
received a “Failure” in one course—Latin. No instructors favored any of the boys on these teams by giving them high grades during the period of competition as one captain was refused the privilege of competition for the entire season and several members of the various teams were unable to compete in meets from time to time during the season, because of low grades.

It is interesting to note the meets in which one student was ineligible. After competing in the first meet he was declared ineligible for the second. When the third meet was held it was found that he had raised his grade in the subject in question—Latin—higher than he had ever ranked before, but a corresponding drop was shown in Mathematics. In the fourth meet he was again below the standard and was not allowed to compete. He increased his efforts again and brought his grade in this subject above the standard in time for the fifth meet. It was also noted at this time that there was no corresponding drop in Mathematics, or any of the other subjects carried, and his grades were never below the standard during the remainder of the season.

The system adopted for certifying as to the eligibility of the boys was very simple and very effective. There was no consultation between the faculty and the coach or the principal as to whether certain boys were to compete. It was a cold-blooded matter of “Yes or No,” being based on the statistics in the class books of the various teachers.

Each boy was required to secure from each instructor a certificate that if the grade for the current month were given on the basis of the quality of the work being done at that time by the boy that it would be at least a passing grade. The boys were permitted to get these certificates at any time not more than five days before the meet, and to present them to the coach not later than this time. The rule was strictly enforced and unless the boy presented a certificate signed by four instructors he was not allowed to represent his school.

Music, athletics, writing and allied work were not considered regular subjects for the purposes of this certificate. The coach made no effort of any kind to compel the boys to maintain high standards in their school work nor to have them secure the certificates. Feeling his responsibility each boy considered it his duty to remind the delinquent member of his team that he was not doing good work in class; that he would probably not get his “Slip” for the next meet, thereby throwing a greater burden on the rest of his teammates and that if they lost the next meet it would be “mostly his fault.”

The instructors did not know that a close record of the students was being kept nor did they know that the coach had told the students that no letters would be awarded if all scholastic work was not completed.

A very natural question which will arise at this point in the average reader’s mind is one regarding the results of competition. The average coach will wonder if the boys did not spend so much time on their studies in order to be able to compete in athletics that they did not learn anything about the athletic sports themselves. They will wonder if the team which was better than its fellow students in the classroom was better than its competitors on the athletic field.

To answer these questions a table is printed covering this fea-
ture of the study showing that the University High School teams won more than their share of contests. A further item to consider in reading this table will be the fact that the enrollment in University High School was smaller than any school competed against.

It should also be remembered that these boys had never before been in athletic contests of any kind. It is significant that all meets lost were lost at the beginning of the season and all victories were scored at the end of the season. Having once won in any sport the team continued to win until the season was over.

In interpreting the grades in the following tables, 3 equals A, 2 equals B, 1 equals C. D is given a value of zero, while one point is subtracted for each subject carried for which no credit is earned. Thus an average of 1.50 would be a C plus average.

<table>
<thead>
<tr>
<th>Team</th>
<th>Squad Average</th>
<th>School Average</th>
<th>Not counting of squad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country</td>
<td>1.50</td>
<td>1.12</td>
<td>1.02</td>
</tr>
<tr>
<td>Swimming</td>
<td>1.16</td>
<td>1.03</td>
<td>.97</td>
</tr>
<tr>
<td>Track and Field</td>
<td>1.51</td>
<td>1.09</td>
<td>1.01</td>
</tr>
</tbody>
</table>

TABLE II

Averages made by the four men in each team making the highest number of points in competition:

<table>
<thead>
<tr>
<th>Team</th>
<th>Four-Man Average</th>
<th>Squad Average</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country</td>
<td>1.50</td>
<td>1.50</td>
<td>1.02</td>
</tr>
<tr>
<td>Swimming</td>
<td>1.78</td>
<td>1.16</td>
<td>1.03</td>
</tr>
<tr>
<td>Track and Field</td>
<td>1.85</td>
<td>1.51</td>
<td>1.09</td>
</tr>
</tbody>
</table>

**The Jimmy Brown Shoe**

It has a sole of pure gum vulcanized and stitched to a top of tough elk leather. A shoe only weighs 14 ounces, but it will stand the racket of a whole season of professional ball.

The Lambertville Rubber Co., Lambertville, N. J.
TABLE III
Record of meets won and lost with percentage of victories:

<table>
<thead>
<tr>
<th>Team</th>
<th>Meets Won</th>
<th>Meets Lost</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country</td>
<td>2</td>
<td>1</td>
<td>.666</td>
</tr>
<tr>
<td>Swimming</td>
<td>3</td>
<td>2*</td>
<td>.600</td>
</tr>
<tr>
<td>Track and Field</td>
<td>2</td>
<td>2</td>
<td>.500</td>
</tr>
</tbody>
</table>

*A swimming meet was held with the regular Varsity team of Hamline University, which Hamline won 36 to 23. This is not included as it is not a regular interscholastic meet.

The Old and the New
(Continued from page 28)
probably has gone into this matter as thoroughly as any league possibly could.
Organized five years ago this association now has one hundred members, with many leading coaches and directors upon its advisory board. Meetings are held weekly for the purpose of rules interpretation and for the discussion of any points which may come up in a contest.
A most rigid examination is given the men covering almost every high spot in the rule book and if a man fails to pass the grade the second time he fails to qualify as an official. New members usually work with the older officials to get the benefit of their experience and when a young fellow goes through a season with the A.O.A. he invariably is qualified to officiate almost anywhere.
Better officiating, in a large measure, has been responsible for the ethical improvement of the game. Mediocre officiating always has proved injurious to the sport, upsetting the morale of player and coach.
In the days gone by, particularly in high school circles, protest after protest was filed. Today such a procedure is unusual. Better officiating has produced better playing and better playing naturally has created greater interest.
Old timer, it's a different game today. The principles of right and wrong are as definite with the great majority as the difference between sunshine and darkness.
Today football and its ethics are improving. Great stadiums, seating scores of thousands, are wonderful testimonials to the advancement of the game. The officials' decisions are as binding as supreme court rulings. Players and coaches must know the rules—the rules of the contest and the code governing sportmanship. The bitter partisanship shown by spectators in the past has vanished. The opposition gets the plaudits for a neatly executed play.
Old timer, you and I are for football as it is played today.

Question: Team A is kicking out from behind its own goal line. Team B blocks the kick in the end zone and the ball rolls across the side line and bounces over the side line fence. Does Approved Ground Rule I-B or Approved Ground Rule II-A apply?
Answer: There is room for argument either way, but the consensus of opinion of officials is that this should be ruled a safety.

Question: Team A punts and the ball hits an off-side man on Team B's thirty-five yard line. A member of Team B picks up the ball and tries to run with it and is thrown on his thirty-yard line. The captain of Team B claims the ball at the spot where it hit the off-side man. Should the fact that a member of Team B elected to run with the ball nullify his right to later exercise his option?
Answer: The writer believes that Team B should not be given two options.
have found a weak spot or the team will have to make a weak spot. If he has found a weak spot sometime previous he should have nursed it along using it only as actually needed. Now is the time to make the best use of it. If there is no apparent weak point the quarter will have to use his best judgment as to where to make one. For instance, against a tight defensive line a wide play will go where a buck would not. Use a back who keeps his nose close to the ground and can hold his feet. Don’t pass unless there is an unusually good opportunity. A touchback here might prove a turning point against you. If the game is even near the end of a half a place kick might be the thing.

We will now take up exceptions to the conditions mentioned in Map one. First we will take up the condition of the wind being against you. In the danger zone you will not kick on first down, but will try to rush the ball far enough to offset whatever distance the team with the wind gains on each exchange of punts. Play should be slow and deliberate. A team on offensive tires more than a team on defensive, so the quarter will have to nurse along his backs so they will still have the kick later on when a break comes. Punts against the wind should be low and of the rolling type if possible. Place the kick as far away from the receiver as is possible.. The main idea is to try to hold your own until the quarter is up and goals are changed.

On a wet, muddy day, a team had better do plenty of kicking and let the opponents try to carry the ball and do the fumbling. A wet ball must be kicked well on the instep. All dangerous plays,
and plays involving nifty handling of the ball, will have to be eliminated on a wet day. Some plays, too, in which backfield men cut sharply may have to be curtailed. Mud cleats and previous scrimmage practice under wet conditions are a great help in having a team adapt itself. However, the best strategy is to play a kicking game and play for the breaks.

If you are up against a team which is all offense and no defense, in other words a team whose offense is its defense, then it is best not to play a kicking game. The best tactics here would be to hold the ball as long as possible and keep it away from your opponents.

If you are behind in the second half, then take any chance to win. Trick and forward pass plays should be used with abandon. Throw discretion to the winds and take a chance. If you are beaten, one more touchdown makes little difference. However, a touchdown by you may win the game.

If you are ahead in the latter part of the second half, do not forward pass, but make the play more deliberate and hold the ball as long as possible. The other team cannot score so long as your team has the ball. With a minute to play, tackle a dangerous forward pass receiver. The penalty cannot beat you, but a completed pass may. If they punt in the last minute or two, play the ball absolutely safe, being alert, of course, for an onside kick.

Map number two shows the field divided longitudinally. Belts fifteen yards from each side line are designated as side belts. The other we will call the middle belt. That territory in the side belts five yards from each side line we will call the “bad lands”; this is to be avoided by the offensive team. Should the man carrying the ball find himself in “bad lands” with further progress in a paying direction impossible, he should make every effort to get out of bounds. Should the ball be downed close to the side lines and a kick be imminent, one play should be to bring the ball further into the field. When a team is kicking in its own territory the ball should be placed fairly close to the side lines so that the receiver may be cornered. Do not kick it out of bounds. A kick rolling out of bounds near the goal line may be desirable when kicking from near the middle of the field—using the term middle here in a transverse sense.

A team is limited in the plays it can use in the side belt. Double passes, split bucks, trick plays up the side line or over center, and certain types of line bucks are more effective here. However, unless special tactical reasons are in mind, it is best to maneuver into the middle belt.

The middle belt affords a team more versatility of attack and hence more effectiveness. The quarter and the man carrying the ball should generally try to stay in this belt. If the wind is somewhat cross field, the quarter should use a play to get in position to get the greatest benefit when kicking. By placing map number one over map number two, the gridiron will be divided into fifteen squares. It might be well for the coach to number these squares. He can then give explicit directions to his quarter as to tactics in each square under every possible condition. While the quarter has no measuring tape, yet his judgment of distance can be developed to a point where he will not be far off in his judgment.

Defensive players should always have in mind the number of
the downs, yards to go, time to play, position on the field, and the score. From these facts and by watching closely for every sign shown by the offensive team the defensive team can analyze probable tactics of opponents. They should never be caught napping. But whether on offense or on defense, a player must always think, THINK, THINK. Terrific charging, effective blocking, clean tackling and irrepressible fight make a team unbeatable if it will THINK.

Question: Does a man on defense who has an opportunity to intercept a forward pass have the same protection against ineligible men as the man who has an opportunity to make a fair catch has against men who are off-side?

Answer: Yes.

Selecting Basket Ball Men
(Continued from page 39)

should be given a great deal of practice in this. A fast starting offense is much better than a slow one.

Some men who seem to be good shots really do very little scoring in hard scrimmage let alone hard games while some men who in goal practice do not look so well do much better in games. They are “winners.” Another thing—don’t be deceived by the fellow who has a day on about once a week. Have some one keep tab of goals made by each man in scrimmage. The average is what counts. Some baseball players look like wonders but when their fielding and batting averages are figured at the end of the season they don’t look so good.
paratus as in Diagram 2 of Lesson I, but will advance from each end of the rank so that two members will be working at the same time one at each end of the bars.

From a stand facing the apparatus at the end jump:
1. To a straddle seat in front of hands. Swing legs forward and then backward and jump to a stand.
   The legs are straight, hips pushed forward and the head, trunk and legs should be in a line.
2. To an outer cross seat L. Grasp the L. bar with the R. hand and jump to a stand at the side of the bar. Same R.
   In a cross seat L., the L. leg is straight and raised backward while the R. knee is bent. The body is resting on the R. thigh with the shoulders at right angles to the length axis of the apparatus.
3. To an outer side seat L. Same dismount as in 2. Same R.
   In a side seat both legs are straight and over one bar. The body twists a ¼ turn L. and the weight is resting on the buttocck.
4. To an outer cross seat L. Change to an outer cross seat R. (by swinging legs forward and over both bars.) Dismount as in 2. Same starting R.
5. Same as 4 but dismount by swinging both legs over both bars (a rear vault swing) to a stand.
6. Same as 4 but use the outer side seat (exercise 3).
7. Same as 5 but use the outer side seat.
8. To an outer cross seat L. swing legs forward, backward and rear vault dismount L. Same R.
   A rear vault is swinging both legs over the bar on the forward swing, the rear of the body toward the apparatus.
9. Same as 8 but with a side seat.
10. Rear vault L. over L. bar to a stand. Same R.

Game
Activity.
Indian club relay.
Alignment.
Form two or more flank ranks of equal numbers at one end of the gymnasium. Give each leader an Indian club.

On the command "go," the leader runs to a given mark at the far end, returns and hands the club to the next. Continue until all have run. The squad finishing first wins.

Variations:
1. Leader runs and places club on a mark, returns and touches hand of the next. The next runs and secures the club and hands it to the third. This continues until all have run.
2. At a given mark after starting, members must turn one 4/4 turn.
3. Leader passes club backward between the legs of the squad and the last member runs forward to a mark and back to the head of the rank. Repeat until all have run.

Should the Quarterback Be a Ball Carrier?
(Continued from page 13)
ideal quarter have not changed since 1911, but in my fifteen years' experience coaching in four states I have found only one man who approached this ideal, so I am led to conclude that we all are expecting too much from our quarters. If we are to get the best in generalship we must relieve him elsewhere. This can best be done by striking a happy medium combining both ideas, but giving primary consideration to generalship.
Football as It Is Being Played

(Continued from page 7)

that the others would try to help out their weaker teammate and this made it possible to run plays through them. Today the coaches apparently are not paying as much attention to this form of strategy, but instead are giving more thought to the kind of play to be used at different places on the field and under different conditions. Naturally, the quarterback does not purposely kick the ball to the star runner on the other team and if he has found that his plays work better on one side of the line than the other he utilizes that knowledge in directing the attack. Furthermore, it is undoubtedly true that line men on defense today give more thought to the question of how they will stop the other team's plays than they do to the question of how they can get the best of an opponent. In the old days two opposing line men frequently battled, much as wrestlers or boxers contend with the hopes of eventually making the other men flinch or back up. The new style of football does not mean that we are getting soft, but rather that modern attack presents so many opportunities for the resourceful field general to utilize that he finds it good football to concentrate on methods of gaining yardage on each play.

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THE TREND IN 1924 CONFERENCE FOOTBALL

BY

M. A. KENT

"Morrey" Kent was graduated from the University of Iowa where he competed in football, baseball and basketball. For a number of years he pitched Big League Baseball. He has coached at the University of Iowa, Wisconsin, Iowa State College and Northwestern University. He now serves as head basketball and baseball coach at Northwestern and assistant football coach.—Editor's Note.

FOOTBALL in the big ten this year seems to have proceeded along safe and sane lines. No innovation of a unique or startling nature has shown up at the time this article is being written. Coaches, in general, have used their time and energy in developing what is known as sound football. Possibly, under the present rules, there is nothing new of any practical value that remains to be introduced. Also, it is possible that the longer a coach sticks at the game the less he is inclined to risk the hazard of any distinct innovation. The majority of Big Ten coaches are veterans or near veterans. They know what they want and go after it and keep after it without deviation.

There have been certain trends in offensive football this fall that show what an immediate effect any successfully exploited idea has on the coaches. They see something in the way of football beautifully done by another team—something every coach has already known could and should be done, but which in the tremendous press of developing the entire game of a team has been left in a state of just ordinary perfection.

The Illinois running game with Grange carrying behind grand interference has certainly started other Conference teams to at-
tempt the same feat. More attention towards getting one or two men out of the line and into the interference has been given this fall than for a long time. The extremely difficult task of getting two other linemen directly across the line of scrimmage and hot after the secondary has been tackled with enthusiasm and success. And finally, in connection with this play, clean cut effective open field blocking has been greatly developed. Naturally, speed is the prime requisite for all this, and speed, speed and more speed has been striven for.

This type of play is old as the hills and all teams generally include it in their stuff. Zuppke's teams invariably execute it excellently. Howard Jones with Locke in the back field and Minnick and Meade coming out from the line made it a terror at Iowa. This fall Bahr and Harmeson at Purdue, Baker at Northwestern, Parkins at Iowa, Klee at Ohio and others have utilized fine sweeping interference for many gains. Nothing could have been prettier than the way in which Michigan snapped her interference together for Rockwell, Steger or Friedman in the Wisconsin game this fall and although it didn't operate so successfully ahead of the runner at that time this detail has been bettered since.

Another offensive method that seems to be getting general is the use of the huddle. As I understand it, Zuppke started the huddle custom several years ago at Illinois. Then Michigan and Iowa took it up. This fall I have seen all the Conference teams play except Iowa and Minnesota and all, as I remember, except Indiana and Wisconsin are using it. It is a safe bet that Iowa under an Illinois game huddles. Chicago has adopted it this fall. Its value is obvious. A team knows absolutely what the play is well ahead of time. There is no uncertainty or hesitation or passes aimed at the wrong man. In the day of the direct pass the centers can bless the huddle. It is also a convenient clearing house of valuable information for the quarterback's ear.

Again, the trend this year is towards simpler offensive shifts. Illinois unbalances her line one man and shifts her backs when
lining up after the huddle and then after another simple lateral shift of two backs they are off. In their game with Purdue, Ohio went to an unbalanced line and a shifted back field formation and started the play. Indiana, early in the season, did the same. Wisconsin and Michigan used this method—both sometimes using an additional back-field hep of one or two men. Michigan has been partial to the balanced line and kick formation. Purdue has stuck to a balanced line and a hep of all four backs and frequently of one or both ends. Chicago has hepped two tackles into the line from back of center at the same time hepping four backs and two ends. This year Chicago has invariably hepped back to a balanced line which is quite different from her former custom. Northwestern has hepped the same men that Chicago has, although in a different fashion. These last two teams have moved more men in their hep than has been customary in the Conference this year. The majority of coaches evidently do not want big line men lumbering around trying to get the rhythm of a hep—they are even chary of hepping more than one or two backs. They are not trying to dazzle the other fellow—they just want to get at him and lick him in a hurry.

In this connection it seems to me that the balanced line is coming back to favor. At most I have seen only one team unbalance their line more than one man. Coaches apparently have reached the conclusion that a balanced line is easy and sound and that unbalancing one man is the limit. More than that means no play can go back to the weak side successfully and the defensive team can take too much advantage of this fact.

Chicago has done something this season that is very apt to make a distinct impression on next season’s game. They have not attempted to use a pass game much and have even limited their attention to the running game. But they have developed to a wonderful degree their attack just off or inside the tackles. Their game with Illinois was a

(Continued on page 52)
Dr. Allen graduated from the University of Kansas and then coached in some of the minor colleges with marked success. Later he was invited by his own university to return as Director of Athletics and Basketball Coach. He has the unique record of winning fifteen championships in seventeen years of coaching and of having won forty-nine Missouri Valley Conference victories out of the last fifty-one games played.—Editor's Note.

The terminology used in basketball is not as definitely established as it is in the other major sports. This is due to the youth of this giant indoor game and to its unprecedented growth, which borders on the phenomenal. The demand for winning coaches has been far greater than the supply; hence many coaches have applied their individual terminology with little thought of standardization. A splendid idea would be to suggest that the National Rules Committee establish a basketball nomenclature by taking photographs of players in action in the fundamental movements and running these pictures, together with proper nomenclature, as a supplement in the rule book.

One coach's explanation of the execution of pivots and reverses varies so markedly from another's that when articles attempting to describe winning plays are written for the benefit of younger coaches, the full import is not transmitted. This is due to the incoherent stabilization of elemental basketball terminology.

For instance, one coach believes that the technique of the pivot should be executed by using either a front or rear turn from jump to stop position. In this position both feet of the pivoter should be on a line and about three feet directly in front of the opponent. The player should be in a half-squat, feet-spread stance. The final turn should then be executed from this spot.

Another coach believes that a dribble should be used as a decoy to lead the defense out of position, and when a pivot is attempted, it should be executed by advancing the thigh and leg of the dribbler to ward off the attacking guard. The pivot should then be made by swinging the free foot around, back, and away from the guard. The weight of the body should rest upon the rear or pivot foot.

And so it goes. One coach's explanation of the pivot differs greatly from another's—not only in correct pivotal form but also in terminology used in such descriptions.

These inconsistencies in basketball terminology are very confusing to the readers of basketball articles. Indeed, the result of it all is that many of our younger coaches, with such a lack of assurance of correct terminology, coin their own terms and phrases to suit their own needs. If this practice continues, basketball nomenclature will become sectionalized, when it should follow the lead of the older sports and become nationalized.

The various names of the shots used in the game are also in need of standardization; but it is perhaps the nomenclature used in pivots, stops, and turns that is most confusing.

The purpose of the pivot is to en-
able the dribbler to introduced himself to the other half of the court; and, successfully executed, is one of the prettiest plays in basket ball. Out of the rapid development in the technique of the game, various and versatile forms of the pivot have evolved. But the pivot should be used only when the forward progress of the offensive advance is checked.

A few general hints on the game and its pivot, if closely followed, will be valuable to the team and to its players when pivoting.

First, a team should be offensive-minded. Not only is the offense the best defense from the standpoint of technique but also from the standpoint of applied psychology. The thought of aggressive invasion carries with it a strong mental punch.

Possession of the ball is the thing desired by all teams, and only through a basic knowledge of the fundamentals of pivots and passes will the team master its plays successfully, and, consequently, retain possession of the ball.

It is assumed that the offense is stronger than the defense because the rules of the game require that the player shall play the ball and not the man. Inasmuch as the offensive player is protected by this provision of the rules, he can rely upon moving to an unguarded position to receive the pass. Whereupon the passer can pass to an unguarded team mate, who automatically will move again to an open zone.

The crisscross pass (across the open court) style of offense is perhaps the most successful method used to advance the ball goalward. This play combined with the pivot and the back pass enables the offense to penetrate the hitherto impregnable basket area.

Second, among the outstanding principles of elemental pivoting, the following suggestions will prove helpful:

1. Take short, quick, choppy steps, always keeping the feet well under the body.

2. Develop footwork by shadow boxing and practicing change of pace. This skill highly developed in the pivoter will render the heavy, charging guard impotent.

3. Practice using a feint with the ball as the pivot is made. Confidence in this maneuver begets confidence and is transferable to other game activities.

4. Protect the ball at all times by extending the arms forward and out in front of the free leg. The ball will be carried around with the swing of the leg and foot.

5. Carry the body in a crouched position so that it will absorb the physical shock of the opponent without the loss of proper balance.

The dotted lines show where the ball is either batted or passed. The circles show the path of the dribble.

(Continued on page 50)
The Care of the Feet in Basketball

BY

DR. WALTER E. MEANWELL

University of Wisconsin

Dr. Meanwell is unquestionably one of the greatest coaches of basketball in the history of the game. Every coach is familiar with his exceptional record both in the Western and Missouri Valley Conferences. His experience in handling basketball men and his medical training make such articles as the one which follows of exceptional merit. This article will be continued in succeeding numbers of the Athletic Journal.—Editor's Note.

Regardless of precautions taken, some feet will blister if the practices have been at all severe in the early season. With proper foot gear, these blisters will always be small and will be filled with clear watery fluid; the so-called water blisters. In the old days when we played in the hard, thin soled, tennis shoes, large blood-filled blisters covering the entire ball of the foot were often seen, but are the exception now. The preliminary treatment of either kind of blister is practically the same.

First wash the blister thoroughly with soap suds. Then wet a piece of absorbent cotton with a solution of 2½ per cent phenol (carbolic acid) and lay it over the blister. Phenol solution is a good antiseptic and it also possesses the additional advantage of anesthetic action on the skin, which deadens its sensitiveness. While on the subject of antiseptics, do not employ tincture of iodine on blisters. If iodine gains entrance to the delicate and sensitive layers of skin lying immediately beneath the blister, it will cause intense and unnecessary pain and also result in destruction of these layers. I should say that on the whole, as many feet are injured by the improper use of tincture of iodine as are benefited by it. The use of tincture of iodine on large areas of skin is not without danger in itself. Certain individuals react peculiarly to the drug and present alarming symptoms following its application. It should never be used on large floor burns on the knees or on fresh blisters which have been opened.

After the cotton wet with phenol has been on the blister for about three minutes, the skin will be clean enough to open and also so numbed that a needle will not cause pain. Have at hand a pair of forceps, artery forceps which cost about 60 cents are very useful, for holding the needles and pieces of cotton. Place the needle in the forceps and then sterilize it—either by holding the point in the flame of a match or by letting it lay for a short time in strong phenol. The point of the needle should not be handled thereafter in any way. Hands will always convey contamination. Open the blister with the needle, in two places at its base, pushing the needle through at a point where the good skin and the loose, raised skin meet. Enlarge the holes to about the size of a pin head to prevent them becoming sealed up again. Express all the fluid out of the blister, place a small piece of clean gauze over it, and then tape it down tightly. Keep clean gauze over the blister and adhesive tape over that, until the loose layers of skin dry out. These may be removed gradually, the underlying layers of the skin having had time in which to dry out and become thickened. Usually the player may continue in practice, each time ap-
plying tape and gauze afresh after bathing. A felt corn circle worn over the area will prevent pressure upon it while walking.

If the blister becomes infected, as frequently happens, the situation becomes sufficiently serious to require immediate and proper attention. The foot becomes sorer and more painful. The blister usually becomes white and apparently thicker, due to the pus that accumulates within it. The boy complains of "kernels" in the crease or fold of skin at the groin, though he frequently attributes them to strain and not to the true cause. These kernels may or may not be painful. They feel like large peas to the touch and are sore on pressure. These enlarged points are lymphatic glands which are being affected and inflamed by the poisons generated in the foot. They are a certain and never to be neglected sign of danger. I have collected quite a number of newspaper notices of serious results to players, even to the loss of life and limb, due to infected blisters. President Coolidge's young son died recently as a result of such an infection. This reference may more concretely attach the danger to this often neglected condition.

An infected blister on the foot is always a wound for a competent physician to attend, rather than for a coach or trainer, because not one, but several different types of infection may be the cause of the symptoms. Only a medically trained man can correctly differentiate at an early enough time between these types of infections. Some need only to be opened and washed out to secure good results. Others again, though fortunately the smaller number by far, are of much more serious character and require expert medical care to prevent serious results. The difficulty lies in determining which of the two a case may be, so that much depends upon the horse sense of the coach or trainer. A case that does not clear up quickly under his care should be sent to the doctor. One in which the glands in the groin, previously described, are swollen, or in which a red streak follows the course of a vessel up the leg, is a medical case where there is danger.

Our athletic tradition and our custom is to make light of injuries. It is considered "game" for a boy to play when physically unfit and a sign of the "he man" to ignore conditions which would send the non-athlete to a physician. Because of this and of the urgent pressure of actual coaching duties, the coach is often neglectful of other than immediately crippling injuries. The highly developed powers of resistance in healthy, athletic youngsters enables them to withstand this neglect usually, though the excep-

The Gibney tape bandage.

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BASKETBALL OFFENSE

BY
E. J. MATHER

Mr. Mather graduated from Lake Forest University where for four years he was a member of the football, baseball and basketball teams. He coached at Kalamazoo College and from there went to the University of Michigan where he is head basketball coach and assistant in football. Under Mr. Mather's coaching the University of Michigan basketball team has each year been a championship contender.—EDITOR'S NOTE.

The question that the coach must decide in his offensive play is this: Shall my team try to get their offense started before the other team can get their defense set or shall they try to work the ball to the basket by a certain set of plays after the defense is set? Of course, when a team has the ball out of bounds under their opponent's baskets they must have certain plays to bring the ball through the other defense.

Now if the team is to try to get their offense started before the other team gets set, the first essential to be emphasized is the speed with which they start the play or in other words the "break." Beat the other team to it. This demands a well formed plan and one that can be executed and must be executed with a great deal of speed. Difficult to teach is the "break" but it is a fundamental that can not be too strongly emphasized.

Diagram I & II

Now suppose a team is using a three and two style of defense. The front line will let two men go through and then pick up the nearest man to them. In the majority of teams a four man offense is used, consequently the defensive team will have one man loose, a forward, who will be playing one side of the floor around the section between the middle and the seventeen foot line. As soon as the defensive team gets possession of the ball it is whipped to this section and the player is supposed to get it. Immediately the ball is started on its course, the center runs for the middle of the floor and the ball is usually worked down the
floor with the two forwards and center handling the ball with short passes. This usually throws three men on to the back-guard, who is then put in a very difficult situation and has his work cut out if he can keep the other team from scoring or can hold the play up until his teammates get back to help him. As the play sweeps down the floor and comes near the scoring end of the floor, the forwards cut toward the goal instead of working the side lines.

In the above system of offense the running guard is sometimes used as a trailer and if the opposing standing or back guard is an exceptionally good man in holding up the play, this trailer can be used to a good advantage.

This style of play was used by a good many teams that were entered in the National Interscholastic Tournament at Chicago University last spring.

Another plan is as follows: The same style of defense is used, viz., the three and two defense, the same idea being to let the two men through and then pick up the nearest man. This frees one defensive man, who as soon as the ball has passed him, goes to his scoring end of the floor and works the side lines. As soon as his team mates obtain possession of the ball, they feed the ball to him by a long high pass or by a long bounce pass as he breaks up the floor toward them. The player breaking out toward the ball must have the ability to time his play, which must be one of his greatest assets. Now every basketball player does not possess this qualification. This man who breaks down the floor ahead of the play must be able to pivot better than the average player and must be able to diagnose the other team's style of defense. This player is the keynote of the offensive play and a great deal of time must be spent on developing him.

It can be readily seen that a long pass will put the ball down the floor ahead of the other team's defense. As soon as this long pass is made the offensive team break down the floor at break neck speed in order to be in position to receive a return pass from the man in their scoring end of the floor. They can either crisscross in order to

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Routine Practice for Teaching High School Boys How to Handle a Basket Ball

BY

H. A. HUNTER

Mr. Hunter graduated from the University of California in 1917. When at California he had the opportunity of studying football under Andy Smith and track under Walter Christy. He served two years in the world war and then became Athletic Director at Mount Diablo Union High School, Concord, California. In the four years at Mount Diablo his major sports teams won nine out of a possible thirteen championships and were never below second place. He is now Principal of the Union High School at Kelseyville, California.—Editor's Note.

In coaching a high school basketball squad an immense amount of drill on handling the ball will be found necessary. It is the aim of this article to give formations to coaches who may use them or modifications of them in handling large squads of green material. It offers a manner of teaching correct technique and of eradicating bad habits which many boys will be found to have picked up. By means of this scheme a squad of twenty to thirty boys may be handled with comparative ease, although of course a squad of ten to fifteen is better. The following explanation will apply to the outline of exercises.

I. The idea here is to teach the boys to throw and catch a ball while standing still.

a. Line the boys up about twelve feet apart facing each other. Pass the ball between the men, using four or five balls so that a number of boys can play. In all these exercises have at least four available balls.

b. Use the same formation as in a to teach other passes. The work may be made more interesting by having the squad pass against time or by having one hundred passes made in competition.

d. Have the boys form a circle and pass the balls around, first in one direction, then in another. Variation may be introduced by having the boys count off by twos, threes, or fours, and then relay the ball around, ones to ones, twos to twos, etc.

II. When some ability is gained in the circle practice, the boys may trot around, keeping their distances, passing the ball backwards or forwards as the coach may direct. It will be found that they will handle the ball very badly at first. Eliminate those that are inattentive right here—it will be easy to detect the inert. In d, line the boys up as in the stationary work in Diagram I.

1 passes to 2, 2 starts as 1 starts his pass, meeting it on the run, 2 immediately passes to 3, who meets it on the run, 3 passes to 4, etc. One ball will keep six boys busy. Insist that the boys do not start until the ball is caught by the boy who is to

---

Diagram 1

1

---

3

4

2

12
pass and that the lines be kept even.

For the concentric circle work have some boys form a small circle with twice as many boys in a larger circle outside, thus:

First have a few balls passed from one circle to the other, the balls rotating around the two circles, as in Diagram 2. After some proficiency is obtained, have one circle rotate slowly one way, the other the other, the balls being passed back and forth as the men run. This is excellent practice if the boys keep their wits about them and skip an occasional man who happens to have his hands occupied or is too far ahead for a pass.

III. I believe all boys should know how to dribble, consequently I drill all my squad on it, even though we rarely use it in a game. First, the coach must show them the technique he wants used, push the ball, slant it out, keep it low and go fast. Then line up the squads at each end of the court, Diagram 3.

The ball should be relayed from end to end, first, with the right hand only, then the left only, then with alternate hands. Once the men have learned how to dribble, the squads may be lined up on the sides of the court, as shown in Diagram 4.

They should dribble as indicated, shooting for each basket and then back to the next team mate. This method is better than having the boys stationed under the baskets, as it clears the floor. Insist that the ball be dribbled back to the team mate and not thrown. Finally the coach may have the boys run dribble relays through various obstacles on the court for additional skill in dribbling. Likewise, it is worth while to give the boys some drill in dribbling with eyes elsewhere than on the ball.

IV. For all work of advancing the ball down the court, assemble the squads at one end and let them work the ball down as indicated by the coach, by twos, threes, fours, etc., without guards at first and then with guards. Then roll the ball back and immediately start the next groups (do not allow the ball to be thrown back as some one will get an injured face). Have boys who have gone down walk back off the court.

V. The coach should demonstrate the way he wants his shots made, how to hold the ball, let loose with the finger tips last, etc., and allow

(Continued on page 16)
IS THE PRACTICE OF DEVELOPING CHAMPIONS COMPATIBLE WITH THE EDUCATIONAL IDEAL?

Certain educators decry the fact that the tendency of American athletics is to develop a few outstanding athletes and suggest that pedagogically this practice is unsound and should be discontinued. This complaint is interesting when viewed in the light of what is being done in other phases of educational work. This is an age of specialization. The boy in college is urged to elect his major and minor and to specialize in certain subjects. The men who succeed in certain branches are urged to specialize further and to aim for the Ph.D. degree or they are advised to specialize in some profession or another. Here too in the professional schools specialization is the watch-word and most of our physicians of today are specialists. The old fashioned country doctor is passe.

In the universities head professors for the most part devote their time to the upper classmen and post graduate students. These men may be likened to the head coaches in football and the rank and file of the students receive instruction from the assistant professors. This situation is paralleled in the athletic department. The head coaches devote the major part of their time to instructing the athletic stars while the assistants are given the responsibility of handling the required and formal work and in conducting intramural athletics.

Perhaps it would be better if our freshmen were to be coached by the heads of departments and the graduate students were either neglected or their teaching delegated to the younger instructors. However, very few educators would agree that this practice would bring the best results. It is frequently charged that the students who need athletic instruction the most receive the least. Certainly no one could conscientiously maintain that any student's physical and moral welfare should be neglected by the physical education department. However, until the whole scheme of education is revamped it is not logical for any educator to insist that it is not compatible with the educational ideal for athletic departments to do what they can to make it possible for the athletes to approximate their best.

GOOD LOSERS

"Good Losers I Have Known" is the subject of a very interesting article by Edgar A. Guest in the December number of the American Magazine. Among other things Mr. Guest suggests:

"It is the good losers that make successes of themselves and of their lives. It is the good losers that make true friends and kind and helpful
neighbors. It is the good losers that build the nation, fight its wars, and support its institutions.

"The bad loser is the country’s spoiled child. He thinks only of himself and of his own comfort."

There can be no question that it is more of a test of character to be a good loser than a poor loser. Uncivilized man knows no law but the law of the jungle. Civilized men think of others besides themselves. The poor loser never blames himself but always blames the other fellow. A good loser is magnanimous in victory and courageous in defeat. When he loses, of course he feels hurt but being a gentleman he knows how to lose with a smile on his face and to disguise his injured feelings. Through the medium of athletic games boys learn how to lose without sulking. This does not necessarily mean that when they have learned that lesson that they do not fight their best or that they try any the less the next time. One of the finest things that has been said about Harold Grange this year has come from several of his opponents to the effect that when Grange tried a play and was tackled hard and thrown for a loss he got up smiling and the next time hit them a little bit harder than before.

At the close of each football season we can look back and see where certain schools have been poor losers in that they have lost and have passed all the blame onto their coaches. In some cases perhaps the coaches were to blame, but seldom is a coach wholly responsible for a season of defeats. Some coaches have shown that they were not big enough to lose football games without whining or blaming the defeats on the officials or others. These men will not last long in the game because the American people admire and respect a good loser and educators know that a great deal of the value of our games is lost if the proper lessons of sportsmanship are not exemplified in school and college athletics.

SELF RESTRAINT

Possibly a half a million boys have this fall played football in our schools and colleges. It is hard to estimate how many games have been played or how many million people have witnessed the games but the figures would bulk large if they were to be printed. With all of the intense rivalry over football, with the personal contact feature involved in a game, it is remarkable that there have been so few instances recorded where the officials have been mobbed, where the players have engaged in free-for-all fights and where institutions have become involved in heated controversies and severed athletic relationships. In other words, as a people we have manifested self-restraint at our games and possibly we can go farther and suggest that our games are valuable because they teach the necessity and value of self-restraint.

While formerly it was customary for people to blame football when disgraceful incidents occurred, today we are beginning to realize that football is just as good as the men who administer it and the boys who play it. In other words, if it is properly administered it has tremendous possibilities for good in that the game may be used as a means of teaching a number of things that are eminently worth while, while if the game is improperly handled and the boys are taught the wrong lessons harm may come from it. Let us stop blaming the sport when things do not go right but rather place the blame on those who are responsible for its conduct.
considerable practice with the shooter standing still. He should then line them up in an arc out as far as desired, use two balls, let one man shoot, chase the ball and pass it out to some one else. Personally I prefer the close chest shot for close work and I allow more latitude on farther out shooting. Considerable time should be spent on shooting rebounds. Show the men how to leap high in the air, catch the ball and shoot it again, before coming down. This is easy if timed right and is better than stopping the ball back. Rebounds may be caught more readily if the shooter comes in within twelve feet and watches the ball hit the ring or board and then goes for it. Shooting may be made more interesting if some sort of a contest is held, viz., allow two points for each shot and two for each rebound. Have the men shoot until some one gets twenty from a particular distance, then change the distance and repeat. I find that by using three balls and using three boys in each group, each one shooting ten shots from a particular spot, that eighteen boys may get a lot of practice and fun on one court. Let each group work independently.

VI. It is usually hard to keep high school boys from shooting flat footed, they seem unable to get into the air. The way I do it is to have each boy learn which is his take-off foot by making a little broad jump, then I teach him to spring from it when shooting. This is a new coordination that will have to be learned. Teach them to jump high for the ball, come down on one foot, take a step with the jumping foot and spring high from it in shooting. Make the squads line up one behind each other, as shown in Diagram 6. Have the leaders hop on the non-jumping foot, leap high, catch an imaginary ball, come down on the non-jumping foot, take a step with the jumping foot and spring high, simulating a shot. By working each one, slowly at first, then faster, they will soon get the necessary co-ordination. Next line the players up say forty feet out from the basket and pass the ball high so they will get it on the run about the seventeen-foot line. By jumping and stepping, they
will gain the right amount of distance for a close shot. Make the passes high so they will have to jump and lead them far enough so they will have to run, and do not allow the ball to be brought lower than the shoulders before being shot.

Once the jump technique is learned, two lines may be formed, one shooting and one chasing.

In this practice constantly change the line so that practice may be had from all parts of the floor. The distance of shooting may be varied by putting the first man farther back, but always insist that they jump, land on one foot, step and jump. For the first few weeks of this some boys will complain of sore knees and legs and consequently these should not be worked too hard for a while.

Another good practice is what we call skull practice, because it requires mental alertness to do it right. See Diagram 7.

1 passes to 2, who shoots and gets back on the court. 1 chases the ball and passes to 2, and 1 goes to the foot of the line. 2 passes to 3, who shoots. 2 chases and passes to 3, who does as 2 did. This is the finest kind of practice, and will cause lots of confusion and amusement at first.

For the rebound shot, line the boys up, out say fifteen feet, toss the ball up vertically, have them come in and shoot before coming down. This shot is easy providing the arms are worked separately from the legs, and that the boy keeps back of the ball.

Another valuable shot, which I call the overhead hook shot, is made while going from under the basket parallel or at an angle to the end. While it is easier from right to left

with right-handed boys, I find boys learn this shot more easily than any other and get so they can do it with deadly accuracy. The ball must be shot from a jump and made easily, the ball just touching the backboard.

Pass the ball on the foul circle sideline, have one man jump, step-jump hooking the ball in overhead just as he passes from under the basket, but while going at high

(Continued on page 45)
REVIEW OF FUNDAMENTALS

BY
RALPH JONES

Mr. Jones first coached the Wabash College basketball teams and then accepted the position of basketball coach at Purdue University where his success attracted the attention of the athletic directors of the Western Conference. From Purdue he went to the University of Illinois where he coached varsity basketball and freshman football and baseball for eight years. He is now Director of Athletics and Athletic Coach at Lake Forest Academy. Mr. Jones' basketball articles in last year's JOURNAL were popular with the basketball coaches and we are pleased to announce that he will contribute a series of articles again this year.—EDITOR'S NOTE.

Work on fundamentals such as goal-throwing, passing, pivots, stops, etc., is always in order. If you have the best system in the world but your men are poor shots, fumble the ball, make bad passes and are not clever at getting away from their opponents what will they accomplish against a good team?

The important thing is to get your mind made up as to the essential fundamentals and then drill on them until each man is thoroughly familiar with them. The best way to teach fundamentals is to demonstrate the details slowly. If you cannot execute the fundamentals well, don't give yourself a "black eye" by trying but use a player who is clever at the particular thing you are teaching.

Cut your squad to twelve or fourteen men as soon as possible. If you have a large squad it will be impossible to give each individual much attention. You are now ready to make your practice in fundamentals as near like game conditions as possible. As soon as you are familiar with the abilities of your men you should decide upon the type of play they are best fitted for and use parts of your offense and defense in practicing fundamentals. The successful coach depends upon a few plays that are strong fundamentally and not upon frills.

You should consider your plays to carry the ball down the floor, as the body or trunk of your system and plays from center or held balls and from out of bounds or after missed foul shots as the legs and arms.

Develop the body first. Don't have too many combinations. Two or three plays with different endings are enough for any team. Don't put all your eggs in one basket. For example: Don't depend upon your floor guard dribbling down every time and then starting your team work when he reaches the middle of the floor. Some team might object to it.

Get the ball away from the opponents basket as fast as possible, without sacrificing accuracy, by a fast dribble, a pass out for some distance or a long pass down the floor to a man meeting the ball. The practice of holding the ball or passing it around close to the opponents basket is like that of a football team trying double passes inside their ten yard line.

Three or four plays from center which you can work even if your center cannot control the ball and which will leave you in good de-
fensive position if you don’t get the ball are best.

A great deal of time should be spent in teaching the men how to time and get the ball at center. Plays from held balls in the defensive territory should be exceptionally strong defensively, if not so strong defensively when the ball is near the middle of the floor and strong offensively around your own basket. On out of bounds plays, the offense and defense should be figured, about the same as on your held ball plays. Unless you have an old experienced team your plays from center on held balls, out of bounds and plays after missed fouls should fit right in with your floor system.

Don’t spend all of your time on offense; you are getting ready to beat the good teams. Big scores are bad for any team. A lot of teams look great against weak opponents early in the season because they have been putting in most of their time on offense. But they generally wake up some morning with a bad taste in their mouths and suddenly realize that they had no defense the night before.

A good offense is a good defense—but the other fellow may get the ball. A hard defense will often demoralize the opponents causing them to throw their team work to the winds and play as individuals. When this happens the sooner the game is over the better it is for the team in question.

Offense and defense are closely inter-woven and the style of your defense depends a great deal upon your style of offense or vice versa. A team plays as it practices. If the practice is slow the men will play slowly in the game or if they try to speed up they will become inaccurate, which eventually means going to pieces. At first, work for accuracy should be stressed. As the men improve in their passing, goal throwing, etc. begin cutting down the length of your scrimmage practice and work for speed.

After the first practice period do a lot of individual coaching. Get a man off by himself and explain just what you expect of him. Explain his weaknesses and also encourage him by pointing out some of the things he is doing well.

Be sure that every man on the squad thoroughly understands both the system on offense and defense. After you get things going in good shape have a regular game of at least fifteen minute halves between your first and second team every week. Have fouls called and the score kept and don’t do any coaching other than that of pointing out the mistakes between halves and after the game. Handicap the first team by giving the second team a certain number of points. Another good way to handicap them is not to let the first team throw goals the first five minutes of each half, but have them play hard defensively and when they get the ball work it to their basket and keep passing it in this territory. This is excellent defensive practice as well as great offensive practice especially in developing your team work around your basket. Develop team spirit and pride in the team. Be punctual yourself and demand it of each man. Be strict and just if you want to gain the confidence of your men. Treat all men the same. Every man on the squad has a right to the same treatment accorded the star. No man is good enough to be kept on the squad if he causes dissension. The practice of kidding and playing jokes on one another will lead to trouble.

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A Year's Course in Physical Training for High School and College

BY

ROBERT NOHR, JR.

Mr. Nohr was graduated from the Normal College of Physical Education of the American Gymnastics Union in 1913. He was Supervisor of Physical Education and Recreation in the public schools of Richmond, Indiana, from 1913-17. He was Director of Physical Education in the public school of Gary, Indiana, in 1918 and has been instructor in educational gymnastics, applied anatomy and physiology of exercise in the school of physical education in the State Normal College, LaCrosse, Wisconsin, from 1918 to the present. Mr. Nohr's program will be continued in subsequent issues of the Journal throughout the year.—EDITOR'S NOTE.

If the instructor finds that some of the exercises are too difficult for some of his classes, he should split up the elements of the exercise and practice them as separate exercises. Then when the co-ordinations are learned, he can combine these elements. In fact, he might follow this method in presenting all new work as this is considered good teaching.

Care should be taken to use the proper rhythm for the different exercises in the formal drill work. The flexions and extensions are rapid. The larger movements of the trunk and the large transferences of weight should be taken slowly.

The instructor when he has enough material at hand to choose from, should try and formulate lesson plans of his own by following the general procedure as given in these lessons. Planning your own work certainly improves your teaching.

LESSON V

Tactics.

1. Instead of marching the long flank rank about the space and facing successively at some corner to form a body of ranks of fours, the following method may be used to save time:

   a. Form a long front rank.
   b. Count off. Command. "By fours beginning R—count off." Beginning with the right leader, the head may be turned to the left neighbor as each member counts; or, all members on the command "count off," may turn the head to the right waiting for the number and turn front as they count. An even cadence should be used in counting. The class is now divided into a front line of fours.
   c. "Ranks quarter wheel R. (L.) and forward about the space—March."

2. Half wheeling of the front ranks of fours. Command: "half wheel L. (R.)—march." The execution is similar to the quarter wheeling but the ranks describe an arc of 180 degrees. The activity should take seven steps and a closing step. Teach at first while in the stand. Later, while marching in place and then while marching about the gymnasium in a column of fours or across the floor in a front line.

3. Running. The spiral. Command: "Spiral L. (R.)—run." The leader will lead the class to a circle and then gradually wind toward the
center. Counter command: "Outward—run." The leader will counter run outward. When the movement is finished, give the command, "Straight away—run."

4. Review. See note Lesson IV.

Wands

After the class has formed in a body of front ranks of fours in open order, one member of each rank is delegated to get wands for each member in his rank. The wand is carried vertically at the R. side, the whole hand over the lower end with the fore finger on the tip. The body is at the position of "attention." The wand is also carried in this position while marching.

Before beginning any exercises, the wand must be lowered horizontally in front of thighs.


Command: "Wand in front—lower—1–2." On the count 1, raise the L. arm sideward and overhead, grasping the wand. On the count 2, lower it in front of thighs. The wand is now grasped firmly with the upper grip a few inches from the ends.

In all wand exercises, the grasp should be firm and the instructor should keep in mind that the primary use of all hand apparatus is to offer resistance in exercise.

Bending upper trunk backward and raising wand upward.


Execute slowly and firmly for postural effect. Limit movement to the upper spine. (See illustration.)


5. Stride L. sideward and swing arms fore-upward—1. Bend trunk fore-downward and swing wand
horizontally between legs, L. hand backward—2. Return—3-4. Same R.—5-8. The legs should remain straight in the stride and during the trunk bending.


Lunging L. sideward with bending trunk L. and raising wand vertically upward at R. shoulder.


To position—jump. The wand is held close to the head, elbow horizontal. (See illustration.)


APPARATUS

Activity.

Hip pull-up rearways, knee swing-up frontways and the knee circle backward on the horizontal bar raised head high.

On the horizontal bar, the body circles about the breadth axis and executes a forward or backward movement depending on the forward or backward movement of the head. Keep the bar clean with fine emery cloth and prevent slipping of hands with magnesia.

Alignment.

Form class in a long front rank facing the apparatus. If the equipment offers more than one bar, divide class in as many divisions, each working on one piece.

A. With an under grip facing the bar:

1. Jump to a bent arm hang (chinning) and swing in that position. Jump to a stand.

2. Jump to a bent arm hang and immediately raise legs upward until the hips touch the bar and then turn over backward to a support frontways. Jump backward to a stand. (Keeping the legs straight and flexing the hips will aid in circling the bar.)

3. Same as 2, but with upper grip.

4. Same as 2, but dismount by turning over forward to a stand.

B. Hip pull-up rearways with under grip and:

Fall out L. forward and raising wand in front of chest.

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LIVELIEST

Because of its Patented DOUBLE LINING

The Wilson Official Intercollegiate J4 Basket Ball has proven its superiority in such important tournaments as the National A. A. U. Championships, National Interscholastic Championships, Central A. A. U. and many others. This ball stays permanently round and cannot become lopsided. The patented lining also permits much higher inflation thus insuring greater liveliness.

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1. Swing L. leg over bar outside of L. hand. Drop backward to a hand knee hang. With several preliminary swings, knee swing up forward. (Keep R. leg straight throughout and on the swing-up extend it well backward and arch the body.) Repeat several times. Swing L. leg backward to a support frontways and turn over forward to a stand.

2. Same R.

3. Same as 1 and 2 but swing L. (R.) leg under L. (R.) hand and knee swing up between hands.

4. Swing L. leg over bar outside of L. hand. Knee circle backward. (Push backward, with the R. leg well extended backward before circling. The bar is in the crotch of the L. knee and the back is well arched.) Same dismount as in 1.

5. Same R.

6. Same as 4, but inside of hands.

7. Several continuous knee circles outside and inside hands.

Rider Ball.
The class forms a circle of flank couples. A basketball is used. On a command the members in the rear (the riders) mount the backs of the members in front (the horses). The riders are to pass the ball around the circle; the horses by jumping and turning try to force the riders to drop the ball. If a rider drops the ball, all riders dismount and run away while some horse recovers the ball. Upon recovering the ball, he calls “stop” or “halt.” Riders must stop and the man with the ball attempts to hit some rider. If he succeeds, the horses and riders change places. If he misses the same men are again riders.

LESSON VI
Tactics.
1. Forming of rank members in ranks of fours.

a. Changing from front to flank ranks.

Command: “Form in front of L. (R.)—march.” On the command “march,” the left member marches four steps in place. The 2, 3, and R. end member face $\frac{1}{4}$ turn L. (R.) and march with the proper sized steps in front of the L. member in four steps. The ranks will now be

Stepping L. forward and placing hands in front of shoulders.
in a flank formation. Face L. (R.) and repeat.

Teach at first while in the stand, later in place and then while marching about the space.

b. Changing from flank to front ranks.

Command: "Form L. (R.) of first—march." On the command "march," the first leader of each rank marches four steps in place. The 2, 3, and last member face ⅛ turn L. (R.) and march with the proper sized steps to a front rank.

2. Facing L. (R.) about while marching forward in a long front rank.

Command: "Left (R.) about—face."

In facing L. about, the command "face" is given as the L. foot strikes the floor. Step R. forward—1. Turn ¼ turn L. on the R. foot and immediately step L. forward—2. Continue marching. In facing R. about the command is given as the R. foot strikes the floor, step L. and turn R.

3. Running. Review.

FREE EXERCISES


Arms—lower.

2. Hands on hips—place.


Same R.—5-8.

Hands—lower.


(See illustration).


(Continued on page 48)

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IS FOOTBALL IN DANGER?

BY

JOHN L. GRIFFITH

Every year as the football season is concluded many articles appear in print expressing alarm concerning the development of football. In the following article an attempt has been made to analyze the situation. If there are evils or dangerous tendencies in our modern football they should be curbed but we should insist that the persons who set about to improve football should be possessed of the facts regarding athletic conditions.—

EDITOR'S NOTE.

Six years ago the armistice was signed and the World War came to an end. From the time of our entrance into the war until November eleventh Nineteen Hundred and Eighteen, the great majority of our people in a thoroughly characteristic American way gave themselves up to the task of winning the war. That was a period in which action and not debate was the watch-word. But when the war was ended we asked ourselves the question, "What are the lessons of the war?" A number of striking truths forced themselves on our consciousness. One of these truths, which considerably startled us when the facts became known, was that nearly half of our boys of military age were defective. Immediately there was a more or less insistent demand that something be done to correct this condition. Many things have been done. Before 1918 eleven states had laws providing for physical education for all school children, today thirty-two states have similar laws; a national bill has just been introduced in Congress providing for the establishment in the Bureau of Education a Division of Physical Education, which proposes to aid the states in the development of their progress of physical education. Many of the cities have made provision for the play activities of the coming generation of young Americans by increasing their appropriations for the recreation departments, by building additional playgrounds and by erecting stadia. The colleges too have profited by the lessons of the war and are increasingly making provision for improved physical education facilities for the student. Many of our colleges have made Physical Education compulsory.

Along with these developments there has also been a remarkable growth in interest in intercollegiate athletics, especially in football. This last season approximately ten thousand schools and colleges placed football teams in the field. These teams played forty or fifty thousand games and probably a half a million boys were trained on the various squads. With the tumult and the shouting still ringing in our ears it is easy to recall the great football stadia filled to over-flowing at scores of colleges in all sections of the United States. It is chiefly because football has become so tremendously popular and, further, because it is quite the vogue at present to view with alarm and to challenge all of our institutions that football is being placed on trial. This is no new experience for football, which was tried a generation ago for brutality and found not guilty and a decade ago on the ground that it was debasing the morals of the young. Socrates was tried on a similar charge some centuries ago and forced to drink the poison hem-
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lock, but football was allowed to live.

The charges which are made against America's fighting game are many; some of them will be herewith discussed and analyzed. In the first place it is said that the game has become too popular; it is attracting too much attention and the students should devote more time to studying the arts and sciences. With this last complaint there can be no argument. Human nature is much the same the world over and it is doubtless true that since the inception of universities students have not pursued their studies with so much diligence as was desired by their professors and we may go further and assert without fear of controversy that the students themselves with but few exceptions will accept the dictum that they might with profit have spent more time in scholastic activities. How intellectualism is to be increased in the universities is, however, another question. There are many who believe that this is to be accomplished by abolishing football. It may be that if football were discontinued in our colleges next fall the students would transfer the enthusiasm that they now manifest over touchdowns to fondness for Greek verbs but anyone who knows American college students will doubt the logic of this argument. In fact, more is usually accomplished by building up than by tearing down. The persons who bewail the fact that the movies are depopulating the churches could not guarantee that every preacher would have an overflow congregation each Sunday if all of the motion picture houses were closed. The great preachers of the day do not talk to empty pews now any more than they did before automotive vehicles took the place of legs. The way to develop literature and philosophy and science is to develop these worthy attributes of learning. It will never be accomplished by abolishing football.

The second indictment maintains that football is a menace because large sums of money taken in at the games enrich the athletic association treasuries. Here again those who are worried over the fact that several million persons this year purchased football tickets when they might have spent their money for art treasures and books delude themselves by reasoning that if these persons had not spent their money for the former they would have purchased the latter. It is seldom maintained that football makes criminals of those who play the game or debauches the spectators. It may then be assumed that it is just a question of whether one utility should be destroyed so that people will make use of some other utility. We will probably get further if we ask what is being done with these vast sums of money which the students, alumni and general public are contributing for the privilege of witnessing the games. This question is not difficult to answer because in the majority of the colleges strict accounting is given for moneys received and the statements are open for public inspection. The fact is that the profits from football are being used to finance the other sports, to help pay the expenses of the physical education department and to make possible field houses, tennis courts, intramural athletics and stadia. One of the greatest mistakes and one very commonly made is that of believing that the coaches are paid fabulous salaries. The other night a number of coaches who are nationally prominent were asked to name the coaches who are known to receive a salary of $10,000 a year and these men were
unable to name ten men who were in this favored group. The writer has yet to learn of a coach who has amassed enough money by coaching to enable him to retire and live on his income. Dr. Belting discovered that the average salary paid physical education teachers and most of these men were coaches in middle-western high schools was $1,885 per year. The salary for college coaches is somewhat higher, but the fact remains that in the Western Conference, which boasts of a number of coaches who rank with the best, none of these men receive an income that even approximates that of lawyers or doctors who are at the top of their professions.

The time was when there was a great deal of criticism of football because it was believed that the men who played were thus incapacitated for life either because it was thought that they suffered from broken bones which handi-

capped them or that they injured their hearts. In order to ascertain whether or not this was true questionnaires were sent to several hundred alumni letter men in various universities to determine whether or not they were rejected for military service because of physical defects and if so whether the defects were caused by par-

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The Athletic Journal

participation in intercollegiate athletics. Out of one list of five hundred and forty replies it was found that none of the men were rejected because of organic heart trouble and only one or two were rejected for reasons which directly or indirectly could be definitely charged up against athletics of any kind including football.

That football players are failures as students is often stated by critics. Two years ago Paul Rhoton, a graduate student in Pennsylvania State College found that “on the whole, athletes average 5% better when not participating than they do when participating”. This difference, of course, is practically negligible. He also found that the football men ranked lower scholastically than the men in the other sports at Pennsylvania State. At Michigan the following report was given for the year 1920-21 for fraternity men; varsity athletes and other athletes who did not make the varsity squads:

General average of all fraternities .................72
Average of athletes ...........74½
Average of varsity athletes ..76,

Mr. Rhoton concludes his study in these words, “The situation is surely not a very serious one when the football men in a typical ‘football school’ with a nationally famous coach and all modern conveniences maintain an average throughout their last three years in college only 1.5% less than the institutions minimum requirement for a ‘B’ grade.” A study conducted in a well-known university recently discloses that the earning capacity of alumni letter men is greater than that of alumni Phi Beta Kappa men. While it may be urged that a man’s ability to earn money should not be considered as proof of superiority, at least it may be suggested that participation in athletics did not make the athletes less qualified to earn a living than those who burned the midnight oil.

Because the activities of the varsity teams are followed daily by the sports writers in the metropolitan papers and because the deeds of these men are witnessed by the public, it is sometimes assumed that the other students are neglected. This is not exactly true however. Last year 36,000 men in the ten universities which compose the Western Conference were enrolled in some physical education activity and it must be remembered that physical education courses are compulsory for but comparatively few students in these universities. The “Big Ten” Directors of Athletics encourage all of the men students to participate in intramural or intercollegiate athletics or to enroll in one of the gymnasium classes and should hardly be blamed if some of the men do not take advantage of their opportunities. If any college faculty would have its entire student body trained by the men on the athletic staff, let them require all of the students to enroll for some sport.

The man who attends a great college football game and sees thirty or forty contestants on the field and thirty or forty thousand spectators in the stands is quite likely to assume that the only men in the competing colleges who are given athletic training of any kind are these players who are very much in the limelight, and he then reasons that if intercollegiate football were curtailed all of the male students would play the game, and further that if there were no stadia and no great games the vast sums of money now taken in at the gate would be used for the thousands who do not now play on the varsity
teams. These arguments have been advanced by college Presidents who undoubtedly have studied logic; they were found in a magazine article the other day having been proposed by one of the outstanding men in physical education and athletic circles in this country. As regards the first point that competitive athletics are to be blamed for the fact that more men do not engage in physical activities, let us go back to the time when intercollegiate athletics were either very loosely organized or non-existent. A study of this question shows that in those days in ten large universities, at least, very few men engaged in any kind of athletics and that those who did participate in athletic activities were not directed. Students of this question will all agree that organized play conducted under the direction of proper leaders is far better than unorganized play. Be that as it may, the fact is that only a few students took part in athletics before the days of intercollegiate sports. This being true, then it requires a new kind of logic to prove that intercollegiate athletics interfered with the play activities of the thousands who were not members of the varsity teams. To emphasize this point further, intercollegiate football had its inception in the Western Conference in 1890. At that time a very small percentage of the men students were in physical education classes or were systematically taking part in athletics; last year the majority of the men in these universities were enrolled in some physical education activity or another. Thus it will be seen that intramural athletics and the other forms of physical expression have developed along with intercollegiate athletics, and it may be added they have de-
veloped not in spite of intercollegiate athletics but very largely because of the impetus that the latter has given them. Regarding the other idea, that if football were abolished the vast sums of money that now constitute the football receipts would be expended for tennis courts, playing fields and intramural athletics, let it be said that in few universities is adequate provision made in the Trustees' budget for these items. Therefore, if the revenue from the football games were stopped in a great many institutions the work of the physical education departments would be seriously impaired because as has already been stated the profits from football for the most part now pay not only for football up-keep, but also for the other activities.

Quite naturally instances of extravagance in the matter of buying equipment, and in the employment of assistant coaches may be found in some universities. There have been cases where money has been unwisely used in buying laboratory supplies. Who would suggest, however, that chemistry be stricken from the curriculum because some chemistry professor had perchance purchased more supplies than were needed. Undoubtedly many of our Directors have engaged too many assistant coaches. This, however, is not a serious offense. True the money might have been used to better advantage for other things and it may be that many of our teams are being over-coached. Knute Rockne wins his share of football games year after year at Notre Dame and he has but one paid assistant not only to handle football, but the other sports as well. Rockne believes that if men are given proper instruction along broad lines and then allowed to think for themselves they will not only have been given training that is pedagogically sound, but that they will play better football than if they are required to depend entirely on the coaches for direction as to what to do under every circumstance. Here is the difference between the German and the American idea of training. The coach who stifles individual initiative on the part of his players will defeat his own ends and thus the problem of how many coaches should be employed for a varsity team will perhaps be answered.

Some have suggested the limitation of competition upon a varsity team to two years or even one year with the thought that thus the benefits of the training would be extended to more participants. While it would be a fine thing if more boys could be given the splendid intensive training that our varsity men now receive it may be questioned whether this same idea on limiting the educational advantages and training that an individual may be given so that more may obtain the same training would be considered pedagogically sound if applied to the field of art or music or even of science. We extol the Phi Beta Kappa man because he has excelled along scholastic lines, and we honor the great artist. Shall there not be a place for the man who exemplifies the finest traditions of the race in physical achievement, especially if he upholds our conceptions of the moral qualities that are demanded by the gentleman's code of ethics—sportsmanship?

Football is now primarily a college game conducted with a regard for amateur principles. So long as it is controlled by the colleges, it is reasonable to expect that a premium will be placed on sportsmanship, unselfishness, loyalty and the many other moral
qualities that are developed by this great game. Let the colleges abandon football and the game will not die. Rather, it will be used by municipal authorities as a means for utilizing the municipal stadia that are now being erected. Further, the professional leagues will gladly take over the sport and our college boys will play on the teams. Of course, if this happens the colleges would have no control over the athletic activities of their own students who might choose to play professional football as a means of paying their way through college. It may be assumed that the educational institutions whose purpose is that of training young men and women for citizenship will set a higher standard for the sports that are conducted on their stadia than will those who are primarily concerned with administering a business for profit.

The college game of football has a tremendous hold on students, alumni and the general public. We are an athletic people and we think in terms of our sports. If football is properly conducted it serves as a school of good manners and good morals and if it is improperly conducted its values will disappear altogether. The football of today is immeasurably better than the football as it was played a quarter of a century ago. There are many problems connected with the administration of football, but these are not insurmountable obstacles. We must continue to insist that the game be played with a fine

(Continued on page 52)
THE AMERICAN OLYMPIC RUGBY CHAMPIONSHIP

BY

JOHN O'NEIL

Mr. O'Neil, who learned to play rugby at Santa Clara, and who was one of the prominent players on the American Rugby team, has prepared the following article relative to the American competition in rugby in the Olympic Games. Mr. Jim Fitzpatrick who played on the 1920 team in Antwerp assisted Mr. O'Neil in the preparation of the article. Mr. O'Neil is a college man, an enthusiast over rugby and was one of the men who was chiefly responsible for our success abroad.—Editor's Note.

Final selection of the American Olympic Rugby Football Team was made the latter part of March, after a series of trials held in San Francisco. On April 2nd the party, comprising Captain Colby, Slater, Graff, Dickson and N. Slater from California, Degroot, Farrish, Rogers, Cashel, Cleveland, Devereaux, Clark, Highland, Patrick and Doe from Stanford University, Williams from Cornell, Valentine from Swarthmore, Manelli, Scholz, Turkington from St. Marys, Cunningham, Muldoon and O'Neill from Santa Clara, the coach—Charles Austin, and Manager—Sam Goodman, entrained on the Overland Limited on the first leg of their trip to the Paris games. The team landed at Devonport, England, on April 19th. On the following day the Yanks played a practice game against the Devonport Services, an army team. The Americans won an easy victory by the one-sided score of 25 to 3. After playing two more practice games against club teams in London, in which every man on the squad was given a work-out, and which afterwards proved a great conditioner for the team, we crossed the channel to France.

The squad reported for practice immediately after their arrival in Paris. For the next two weeks they were put through a series of work-outs that will be long remembered by the members of the 1924 team. We were in the pink of condition when we met the Roumanians on May 11th, in our first Olympic contest.

The game opened with the U. S. team kicking off. After an exchange of punts the Yanks received possession of the ball. On a beautiful passing rush, in which the ball was handled by eight players, we scored our first touch-down in the Olympic games. There was little doubt that the team from the Balkans was hopelessly outclassed and doomed to a crushing defeat. From that time on the team scored at will against the Roumanians, piling up a score of 37 to 0. However, they proved themselves fearless, savage tacklers, crashing into their rivals according to the best American football methods. The game was marked by the brilliant work of the American back-field men, and the superb punting of our full-back.

The week previous having seen the French register a 67 to 0 victory over the Roumanians, we realized we had much team work to perfect. The entire week was given to team playing, and on the Friday before the final game Coach Austin was satisfied with the condition and team-work displayed by his men. Saturday was a day of rest.

THE FRENCH GAME

The American team took the field with an air of confidence. The French were somewhat nervous. After a few ceremonies the game was on.

The American team chose to kick off. French received and fumbled. After several scrums our left break-away took the ball as it was heeled from the scrum, swerved his way through an open, broken field, and planted the oval behind the French
go-line for the only score in the first half.

The second half started with the Americans dominating the play. They were supreme in physical strength and in speed. The French were weakening. The hard tackling of the Yanks was telling on the French, and was slowing them up. The Yank forwards worked to perfection, holding the ball out when called for, enabling the backs to make spectacular runs, resulting in touchdowns that brought the spectators to their feet time and time again.

When the final whistle sounded, it found the Yanks in the long end with a 17 to 3 score. The world's Rugby title unanimously conceded to France was cleanly and decisively won by America.

After the game ended Old Glory was hoisted to the breeze. The band played "The Star Spangled Banner," signifying America's first triumph in the 1924 Olympic games.

Our one regret is the American
concept of the game. The average American sport lover either confuses the game with soccer, or failing in this, believes it to be the bastard growth of our own intercollegiate game with an injection of the principals of soccer. Such an attitude is purely American and therefore provincial.

Rugby is a game ante-dating our own intercollegiate game, preserving all the desirable features of the intercollegiate rules, viz: open field running, spectacular tackling, punting, etc., and while close formations akin to bucking are employed, they are futile and disreputable because little can be gained offensively by such tactics, as they slow the action and retard scoring, as a touch-down, according to the rules of rugby, must be clean, decisive and open.

Rugby was first introduced in the United States by Leland Stanford University and the University of California in the year 1907, when the American game was at the height of its brutality, when its one great fetish was the glorification of muscle and brute force, when its altar was strength and its sacrifice blood. Hence, the seeds of rugby fell on fertile soil. Though it grew slowly, it grew surely. Still there were many handicaps to overcome. First of all, the public showed its usual animosity when expounding anything foreign. The games were poorly attended by the people, old "grads" were up in arms, docile students refused to engage in the innovation, so that the reception that rugby first received was not greatly unlike the wintry reception that our pilgrim forefathers met when they came to our cold, bleak shores. But the same persistence that characterized our pilgrim forebears likewise characterized the progenitors of rugby in this country. The seed took root, grew and waxed strong. Within two years a team picked from Stanford University and the University of California was sent to Australia to engage representative teams of the colleges and the counties of that country. The exhibition put up by this aggregation of novices was surprisingly good; a very high attribute to American adaptability, pluck and ingenuity. In some departments of the game they excelled their teachers, especially in tackling and punting. The return of these invaders and the propaganda which they disseminated gave additional impetus to the spread of the game. Each year teams were imported from Australia and New Zealand, or navy teams from visiting ships of the British Battle Fleet engaged our organizations. Toward the last few years of these incursions our teams more than held their own. A perusal of the records show that the teams of California did more than break even with the teams of New Zealand and Australia, which were conceded to be the very best in the world. They defeated ignominiously the best teams of Canada and the British Battle Fleet.

With the palm of victory came the clamor of popular approval. Player and spectator alike deplored the unfortunate events that caused the suspension of the intercollegiate relations between the University of California and Leland Stanford. These untoward circumstances revivified the American game in the Golden State. The University of California became isolated. Fitting collegiate opponents could not be found among the followers of rugby, as the game was confined exclusively to California and Nevada. Hence, for the sake of competition the old intercollegiate game was again adopted. The smaller colleges in California soon followed the example of their big brother, spurred on by promises of interstate competition, and little by little the encroachments of American football, aided by the puerile propa-
The Olympic Rugby Champions

ganda of nationalism of sport, won the smaller colleges back to its bosom and a new era of sport was born to the Golden West. Thus died rugby. From its ashes rose our own national intercollegiate pastime.

However, death did not come suddenly. The ending was a glorified one. The triumph won on the Olympic fields of Antwerp and Paris bear eloquent testimony to the perfection that the sons of California reached in their adopted pastime. They were masters of the game. They emerged from the Olympic contest with all the laurels of victory, proof not only of the athletic attainments of a nation, but living examples of everything ideal in sportsmanship.

After all, the true value of any contest is determined by the effect it has upon the participant. "The race is not always to the swift." Those qualities that go to make up the gentleman and the sportsman were well illustrated by the American rugby players in their last contest in Paris, when one considers that they were playing before a crowd openly antipathetic, were cursed, spat upon, and hissed at on a field thousands of miles from home, where every condition would engender the baser qualities in man; yet, with all there was not one individual that did not conduct himself as a gentleman, a sportsman, and a paragon of everything best in an American. Truly a tribute to

(Continued on page 44)

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The man who is interested in the philosophy of sports will be repaid by reading the editorial "College Sports and Radio" taken from the New York City American of November 14th:

"COLLEGE SPORTS AND RADIO"

"One of the unforeseen, but very valuable results of the radio is the broadcasting of athletic sports. "By taking the gridiron to the four corners of the country the radio has made football a prized sport among millions who formerly thought it merely a bone-breaking institution.

"When it comes by radio, it is in a way more palatable than when you see it. The loud speaker hands it to you with all the cave man taken out, yet all the ruggedness left in, all the sentiment, all the color, all the raw materials necessary to reconstruct the field and stadium and participants.

"The yells, the bands, the college songs, the mounting cheers, the hurried descriptions of the announcer make it a thrilling thing to millions, and those in distant lumber camps, in mountain towns and on far off ships are for the time amid the shouting hosts.

"There is a value in these college sports today far greater than when they merely fed college spirit; the stadium has become the nation and until the final whistle blows the contest is a fountain of youth for everybody.

"Let us give athletic sports their due; let us honor them as soul tonics, as sentiment builders, as givers of wholesome excitement.

"Carried on the four winds as they are now, these sports brush the cob webs of indifference out of life, pin chrysanthemums upon the lapels of countless fancies and make radiant fans out of drab victims of monotony.

"This is real service—to bring life where there was only existence.

"We used to say unkind things about college sports and in this we were not original, for the ancients have grumbled about them all through the corridors of time. "We thought these sports merely stood for glorified folly, but the radio has led us to repentance and we take it all back.

"Possibly we were bitter because we were not able to go to college, but now the boundless hospitality of the gridiron has made us all, in spirit, members of the alumni of every university.

"It is not enough to make scholars and ball-bearing brain cells; it is just as important to build manhood and red corpuscles.

"Interest in strong, clean conflict gives a dash of iron to the system that nothing else does and so the football fields of America have become a sort of Plattsburg for the country’s spirits."

The following account of an address given by President Norlin contains much food for thought. It is taken from the Boulder, Colorado, News Herald:

"The Ideal of a Sound Mind in a Sound Body"

"In our opinion, one of the most thoughtful, helpful addresses that has been given in Boulder for a long time was that given last Saturday at the dedicatory program of the fine new University Gymnasium by President George Norlin.

"Considered one of the country’s greatest classical scholars, Doctor Norlin found a basis for that address in the writings of the
first noteworthy publicist of all time—Isocrates, the Greek who lived twenty-four centuries ago, at the age of ninety-seven published a work that has survived even unto this day, and has been trained from boyhood to manhood in a system of athletics of which the famous national meets of Greece were but the crowning glory.

"Isocrates wondered often at those who first established athletic meets and was amazed that they should have thought the powers of men’s bodies to be deserving of such great bounties, while to those who trained their minds so as to be able to help their fellowmen they apportioned no reward whatsoever, when in all reason they ought rather to have made provision for the latter. ‘For if all the athletes should acquire twice the strength they now possess the world would be no better off; but let a single man..."
attain to wisdom, and all men will reap the benefit who desire to share his insight."

"Today we continually hear that colleges are paying too much attention to athletics, that the athlete is the hero, the plodding student is unhonored and unsung. But Doctor Norlin pointed out that the stresses and strains upon our mentality are increasing day by day with the growing complexity of our civilization. 'The necessary demands upon our intellects are growing greater while the direct demands upon our bodies are growing less. The conditions of a more simple existence which made men depend upon their backs for transportation and upon their legs for locomotion and upon their hands for labor, and so compelled physical activity without which the human mechanism must atrophy and decay, have all but passed away; we now press a lever and machinery does our work for us; so that the very conditions of our modern life conspire against the ideal of a sound mind in a sound body.'

"How true! The constant use of the automobile keeps too many men and women who need systematic bodily exercise from walking. Effort, labor and time-saving devices in the forward march of science and invention have created a condition not conducive to proper physical development. Physical tests for men entering the army and navy during the war forcefully revealed that fact. In truth, more thought of the body, its protection and development, is a pressing need today in the busy mental life of the world.

If University students seem to be too much concerned over a football or baseball team it is also more soundly true that business and professional men are not sufficiently concerned over the vital question of sufficient physical exercise for themselves. A student who does not play on a University team does not himself derive the direct benefits of the sport,—but who wants to say that getting out into the open air and rooting for the team is not a healthful thing for both mind and body? Moreover, the aim of modern education is to have every student have some kind of physical training.

"When a business or professional man goes to a football game he lays cares aside, gets mental relaxation and hence physical benefit. Therefore, we can not agree with those carping critics who assert that watching others play football or baseball does the spectator no good. It does do him good! Interest in and support of baseball and football teams is a safety valve for mind and body and a sure sign of that virility which promotes individual desire for physical training.

"Doctor Norlin proclaimed an undeniable truth when he said: 'If our schools and colleges are building gymnasiums and providing playgrounds and making physical education for all a fundamental part of their training, they are but supplying a lack, which if neglected by them as it is neglected by other agencies, would cause civilization itself to collapse upon a crumbling foundation.'

"In the days of long ago when the wants of men were simple because invention had not developed an environment to conspire against the ideal of a sound mind in a sound body, the criticism of the wise Isocrates that too much attention was being paid to and too many honors heaped upon bodily prowess, was justified. But as to the complex civilization of today, Doctor Norlin senses well the danger. Our public schools, colleges and universities must
make physical education for all a fundamental part of their training for if they do not strive to supply it they would be neglecting an imperative something, which, if neglected, would surely bring physical and moral decay and national disintegration.

"As for the needs of today, Doctor Norlin's viewpoint is necessary, not that of Isocrates who lived twenty-four centuries ago."

The Oakland News Enquirer recently printed the following editorial on football:

**Football**

"We cannot expect everyone to enjoy football or to be interested in art or music and we may expect those who are football enthusiasts to be partial in advancing arguments in favor of the great national game. By the same token we may also expect that the man whose interests have taken him into other fields may be skeptical as to the value of athletics. There is a place in our life of today for all human activities that contribute to the upbuilding of society.

"The man who was always a little aloof said: 'Why football? Twenty-two young men chasing each other up and down a field and fighting over a bag of inflated rubber covered with pig-skin.'

"And people who are a bit cynical about this game of life say: 'You can't possibly win it. No matter how hard you play, it is futile. Death always swoops down at the last and scores. In the meantime you work and worry, slave and sweat. Happiness is an illusion. Our children disappoint us. In the end we can look back upon many lost motions and wasted worries.'

"And it isn't much use arguing with people who talk that way. People who do like football can afford to be superior and pity the

---

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other fellow who doesn't know what he is missing."

Several of our readers have complained that the football jerseys worn by the players this year have apparently been defective since holes appear in the sleeves and bodies of the garments. The chances are that the fault lies with the lime used in marking the grid-iron. Lime, of course, will act on wool and sometimes whole pieces of the jersey will drop out. The use of whiting in the place of lime is heartily recommended. In some of our colleges the ground keepers use whiting exclusively and report good results.

One of the Western Conference officials suggests that if the coaches would mark a spot on the five yard lines fifteen yards out from the side lines that it would make it possible for the referee to speed up the games because then on out of bounds plays it would not be necessary to step off the fifteen yards. This is a point worth considering.

The department of physical education at Williams College, Williamstown, Massachusetts, under the direction of Professor Messer reports that 93.8% of the undergraduate body of the college have this year engaged in some sort of athletic activity this fall. The activities include football, soccer, cross country running, baseball, swimming, basketball, wrestling, golf, tennis and track. Seven hundred forty-two men are enrolled in college and six hundred ninety-six have been enrolled in athletics. Six hundred fifty-six of these were in organized athletics and forty in voluntary athletics, which include informal tennis and golf. These figures furnish a striking answer to the argument that is sometimes advanced that it is impossible for a college to concentrate on competitive athletics without neglecting the interests of the men who are not members of the varsity teams and squads. Under the direction of Professor Messer, Williams College has maintained successful competitive teams and at the same time has successfully administered intramural and formal activities.

Mr. C. W. Whitten, Permanent Secretary of the Illinois High School Athletic Association, has compiled some interesting statistics on Illinois scholastic athletics for the academic year 1923-24. He reports that out of one hundred forty-one schools enrolling from one hundred fifty-one to five hundred pupils, there were two hundred ninety-four organized teams in basketball and one thousand six hundred fifty-nine basketball games were played. Further, thirty-two schools enrolling five hundred one to one thousand pupils maintained sixty organized teams and played five hundred fifty-seven games of basketball and fifteen schools enrolling over one thousand pupils maintained thirty teams, which played two hundred sixteen games. He further reports that more schools in Illinois played basketball than football and his study shows that to date more games are played by each of the basketball teams that are organized than by the football teams.

The Olympic Rugby Champions

(Continued from page 39)

those fine qualities and to the sense of sportsmanship that the game develops!

International contests such as those do more to ameliorate the conditions brought about by isolation, provincialism and narrow nationalism than all the peace conferences that the world's nations can muster. They provide intimate contact, which in turn begets broadness, knowledge and sympathy. Let Americans learn those games already internationalized, and thus promote international conciliation.
Routine Practice for Teaching High School Boys

(Continued from page 17)

speed. Considerable more practice will be necessary from the other side with right-handed boys.

Lastly, players should be able to shoot from a fast dribble. Line them up in an arc out thirty feet, dribble in, step and jump. Practice slowly at first and then dribble in at high speed. Two balls may be used.

Nowadays, deception in the form of feinting has a large part in basketball. The coach should drill his boys in stops and turns by squads, then in side-stepping and feinting, usually with one definite move. Feinting may be used to good effect when passing in from out of bounds, when shooting to draw a guard so as to uncover a team mate, even by a lone guard with two opponents bearing down upon him. After the coach has shown the technique he may practice it in squads.

Question: How is the football rules committee appointed?

Answer: A committee of the National Collegiate Athletic Association nominates members for the various rules committees including football. The N. C. A. A. Convention then votes either to accept or reject the committee's nominations. So far the conventions have always accepted the nominations of the committee. The rules committee thus appointed meets in the winter and makes necessary changes in the rules. The new rules are then turned over to the publication committee of the N. C. A. A. The committee on publications now has an arrangement with the American Sports Publishing Company whereby the latter publishes the association's rules and pays a royalty for the same.
The Care of Feet in Basketball

(Continued from page 9)

it, should be opened freely with proper precautions as to cleanliness and the area washed out with an antiseptic. If evidences of the spread of infection are apparent, as when the glands in the groin swell or if the redness is streaky and extends up the leg, the case should pass immediately from the care of the coach to that of the physician.

Following removal of the bleb and the cleaning out of the infected area with antiseptics, the long continued application of dry heat is the best measure to combat infection. The therapeutic light should be played upon the part for long periods and in the interim the foot should be wrapped in compresses wet with alcohol in which boric acid has been dissolved. For less severe cases the mere draining of the wound, covering it with clean gauze and taping over it a “doughnut” or felt circle to prevent pressure on the sore spot, is sufficient. Drainage is the chief need. It is also well to have the boy drink very freely of water and keep the bowels open. A therapeutic light consisting of a tin or sheet iron reflector and one or several incandescent light bulbs, may be made cheaply and should be in every training room. It is useful for many other conditions, especially for applying heat while parts are being rubbed or massaged.

Heel Bruise—“Pounded Heel”

Bruised heels are another bugbear! Centers and forwards frequently bruise their heels from jumping at the tip-off. The heel possesses an interlaced network of strands of firm elastic and fibrous tissue, which protects against jarring and which is very resistant to injury. Small vessels and nerve endings are enmeshed in it. This natural heel cushion sometimes is bruised so severely from unskilled jumping, that small hemorrhages occur within it. The nerve ends also are injured by the bruising and are made even more painful by the pressure which results from the swelling. In former days, when the hop-step-and-jump was a common event, heel bruise was very prevalent.

The treatment of this condition first should be precautionary. There is really no excuse for the appearance of severely bruised heels on the team. If the counter of the basketball shoe is built to fit snugly so as to hold the heel of the shoe closely to the foot, side-to-side sway of the foot is eliminated. With the heel held well in place the next precaution is to have a pad of porous cushion rubber, about one-half inch thick and the size of the wearer’s heel, glued in the heel seat of the shoe beneath the insole. This, in addition to the rubber heel of the shoe itself, gives almost an inch of elastic material beneath the foot and should render bruising almost impossible. For the past twelve years I have employed these extra heel cushions. Their introduction into the original make-up of the more recent makes of shoes has been a helpful point of improvement.

The actual treatment of the heel when it has become bruised, preferably is by means of dry heat. The heel should be baked in a hot air oven—which, by the way, even the smaller schools can possess, for it consists merely of a tube of sheet iron lined with asbestos and heated from below with bunsen burners. Baking is far more helpful than is soaking in hot water—this, however, is the second choice. Following the application of heat, the heel should be kept tightly bound in adhesive tape.

The tape bandage I find best is a basket weave of strips one-half inch wide and of an average length of seven inches, depending on the size of the heel.

The first strip is a horizontal one. It begins on the side of the foot mid-
way between the ankle bone and the edge of the heel. It passes back of the heel bone around to a point opposite the start. Number two is a vertical strip and passes at right angles to the first. It begins on the side of the foot just between the ankle bone and the "heel cord," passes down under the heel and up on the other side to a point opposite the start. Number three follows the course of number one. It overlaps the latter one-half, towards the under surface and after passing around the heel just beyond the heel cord, is then brought up alongside the heel cord to overlap the first portion of strip two. Strip four is a vertical strip which begins just below the point of the ankle bone and follows the course of number two, overlapping the latter one half. The even numbered strips, 2, 4, 6 and 8 all pass vertically down from the region of one ankle bone, beneath the under surface of the heel, up to a corresponding point near the opposite ankle bone. The horizontal strips, numbers one to nine, five of them in all, pass around the heel from side to side at first, and then from the sole of the foot just in front of the heel, backward to the vicinity of the heel cord. They all overlap one half and pass at right angles to the odd numbered strips. The fourth horizontal strip, number five, will pass backward in the middle of the heel. When it reaches the heel cord it should be split and one-half of it should pass up either side of the tendon. This type of bandage is much superior to simply wrapping in wide strips of tape, for it prevents "give" in any direction and will permit the use of a foot that otherwise would be comparatively useless.

Question: Where four officials are working should the referee or field judge cover an out of bounds play made after a short run?
Answer: The referee. The field judge is too far down the field.

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Continued from page 25


6. To a seat—fall. (Cross one leg over the other and quickly sit on the floor and place hands on floor at the sides for support).
To a stand—jump.


8. Four marching steps forward—1-4. Face L. in four marching steps in place—5-8. Repeat three times (four times in all) on the lines of a square. Same but face R. in the marching in place.

9. Bend upper trunk backward, place hands in front of shoulders and inhale. Exhale. Repeat several times.

Apparatus Activity.

Development of the side or flank vault on the side horse. Various other vaults.

Alignment.

See illustration 2 Lesson 1.

All exercises are proceeded by a short run. Grasp pommels with outer grip.

1. Jump to a momentary free support with raising both legs high to the left. (The arms are straight and the hips flexed). Same R.

2. Jump and swing legs L. to a side support lying position. Jump forward to a stand. (In jumping to a stand, release L. hand and arch the back). Same R.

3. Flank or side vault. L. (R.). Combine all elements as practiced in 1 and 2.

4. The squat straddle vault. L. The L. leg is straight and the R. squats thru the pommels. Legs come together before alighting. Same R.

5. The front vault L. The body faces the apparatus while passing over. The weight is well over the R. hand. Same R.

Game

Human Hurdle.

Class forms two circles lying prone on the floor with the heads toward the center. Select a leader in each group. On the command "go," the leader rises and starts running around the circle to the right stepping over each other members backs to his place on the floor. All members will follow the leader as soon as the member on the right has passed over them. The circle finishing first wins.

Basketball Offense

Continued from page 11

him a free shot for the basket. If his guard stays one-half step or a full step behind he will then be able to obtain possession of the ball and will be able to feed the ball to his team mates coming in fast.

Another form of play using this style of offense is to work the ball out toward the sideline by a dribble and start the play down the sideline by the use of a dribbler and a trailer. The ball is bounced into the man breaking out and he returns a pass to the man from whom he received the ball and pivots toward the inside of the court trying to cut out the guard who is following him out. Now sometimes the guard who follows the forward out will shift over to the player who has received the pass and sometimes he will stop the play. If the player who breaks out has received the pass successfully, will fake a pass to the first man cutting in toward the center of the floor and pass the ball to the trailer who cuts down the outside of the court, this will keep a man between the ball and the defensive player.
Review of Fundamentals
(Continued from page 19)

If one man is doing too much shooting talk to him and tell him that when in doubt he should pass rather than shoot. If this don't work out, absolutely forbid his taking a shot for two or three days but instruct him to pass everytime he gets the ball. If you are troubled with cliques talk to the squad as a whole and tell them you are out to win and you expect them to work as a team and that you can get along without any man who does not enter the game with that spirit.

Don't bluff. Don't say anything that you don't mean. Keep your word, if you lose the best man you have, by doing so. Don't forget your second team. It makes the first team possible. Some men become discouraged if they are kept on the second team. Encouragement for them is the right dope. Some men who show a lack of fight are not yellow. They may not have found themselves. If they have ability try encouragement and if that doesn't work try to drive them to it. Have their team mates "rought 'em up".

If your team starts losing, don't get a "brainstorm" and change everything. Study your team and try to discover what is the trouble with their play. Don't add plays; if anything simplify the work. Fundamentals. Fundamentals. Don't listen to the "wise guys" who know how it should be done. If they knew one-tenth as much as they think they do you would be buying a season ticket.

Keep yourself in condition. If you want your team to have pepper, you must have the "old go" yourself. You are a king when you win and the jester when you lose. Be decisive and thoroughly in earnest, demand respect, but don't be a Simon Legree.

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Pivots, Passes, and Plays in Basketball
(Continued from page 7)

6. Always keep the eyes directly on the ball; at the same time keep the form of the opponent constantly in your visual field.

7. After pivoting, learn to step forward, sideward and backward with the free foot, without throwing yourself out of co-ordination or balance; then reverse turn, keeping the rear or pivot foot in place. Practice these steps again and again.

8. Always pivot away and towards the side line. A good guard is consistently found between the offense and the basket.

9. Learn to use all fundamental passes from the pivot stance. These passes are as follows: underhand pass (both the one-hand and the two-hand); the chest shove or push pass; both direct and floor bounce; the hook pass; the across-the-chest pass; and the shoulder pass.

Many plays conceived with the idea of using the guard to advance the ball deep into the opponents’ territory by combining a pivot and a back pass to a trailer are utilized by versatile coaches.

In Diagram, Page 7, tipping lanes are shown. These imaginary lanes are about 7½ feet in width and extend from the center circle toward the side line. This play is used after smashes, by the offensive guards close in to center, have pulled the defensive forwards close in. The outside lane will then be left wide open. In this play it is taken for granted that the offensive center is controlling the tip.

Center tips ball back and laterally to left guard, who crisscrosses and receives ball high in the air while driving toward his outside lane. After receiving the tip, the left guard dribbles at high speed toward his own goal, keeping about seven or eight feet from the side line. As the left guard comes up the floor, the right forward who has remained spotted in his own corner now
rushes across under and past his own basket to the opposite corner. He then reverses and comes back towards his own basket, ready for any quick opening that might present itself.

The offensive left forward, after seeing that the center’s tip-off goes to the offensive left guard, swings around behind his own center circle and trails his team mate (the left guard) down the right side line.

The dribbling left guard by this time is confronted by the defense and is forced to pivot. He passes to his trailer (the offensive left forward), who breaks off with a dribble toward his own basket and shoots a high, looping arch shot for the basket. The offensive left guard reverses toward the side line and cuts in on the right side of the basket for follow and rebound work.

In the meantime, the offensive center has stepped back and out of his circle and swung down the open side of the court for a pass or for rebound work. He should not be found at any time standing under or near his basket when a shot is being made. By circling around and driving in, he has far greater opportunity of recovering the ball on a rebound. The left forward follows in hard on his shot, cleaning things out, even if he cannot recover the ball. The right guard follows up the center of the floor just back of the center circle, unless there is a tendency for an opposing “sleeper” to stay back. In this case, he should always stay between the opposing player and the goal. This constitutes the regular four-man offensive, which is often used by various teams.

Question: What is the Central Board of Officials?

Answer: The National Collegiate Athletic Association appropriates $1,500 a year for the work of the Central Board of Officials, which is a committee whose duties consist of appointing football officials for the colleges in the northeastern section of the United States.
The Trend in 1924 Conference Football

(Continued from page 5)

revelation in the way of line opening and line plunging backs who used a high short stride and cut back to perfection. Chicago kept the ball away from an opponent packed with offensive dynamite long enough to score three touchdowns and earn a tie game. Chicago only attempted three passes. It was an object lesson in the logic of not wasting undue effort on the pass game if a team has no men naturally equipped for it, but, instead, of going after something else. Teams will not give up the pass game because Chicago did it this year, for a good pass game generally gives a team the edge but Chicago's example is bound to improve a line attack among Conference teams.

There has been no particular change in forward pass tactics. Possibly more teams lead up to it with a bluff play into the line to hold the opposing tackles in and give the eligible men more chance to slip out to the unguarded zones. Also, no such flock of eligible men are sent out as formerly. Two ends and one back were used in the best passes I saw this fall. And, at that the ends were used to engage the defending backs and the back slipped out for the pass. It is getting down to correct timing; accurate passing and a good grabber. Purdue, however, has used a screen pass very successfully and strictly within the rules.

The only distinctive feature of this year's defensive football has been a growing tendency to use the seven man line and the box formation of the secondary—the front two men of the latter being rather close behind the defensive tackles. It has proved a good way to stop a team with a strong line attack and no particular pass game. Chicago has been up against this sort of attention, Indiana, Ohio, Illinois in the second half and Northwestern all using it against them. This is being written before the Chicago-Wisconsin game but I believe Wisconsin will also try it. Michigan per custom has used the six man line, except when against a kick formation, and the five man secondary, two of which back up the tackles. It makes a fine pass defense. As usual, no team has perfected a fool proof defense for passes, Michigan perhaps coming the nearest.

As a summary of what I have seen, read and been told concerning this season's football in the Conference the only startling things have been the numerous upsets. There have always been some every year, but never so many as have happened this fall. But that is largely psychological and not for me to discuss.

Is Football in Danger?

(Continued from page 35)

regard for the rules, that love of fair play be considered a virtue and that it be considered worthwhile for men to learn to fight for a cause and to give the best that is in them unselfishly and without stint. So long as we maintain our present ideals of sports football is not in danger and it will continue to make better men not only of those who play it but of those who witness the battles that are fought on the playing fields of America.
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for the Coaches of the Country

John L. Griffith, Editor

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THE FIVE MAN DEFENSE

BY

E. J. MATHER,
Basketball Coach, University of Michigan

An article by Mr. Mather entitled "Basketball Offense" appeared in the December Journal. The following splendid description of the five man defense will be followed by other articles in succeeding issues of the Journal.

—EDITOR'S NOTE.

There are many different styles of the five-man defense. Some coaches have a standard style to which they fit their men while others make the defense to fit the players. The standard form is to use three men in the front line and two men behind, that is the center and the two forwards in the front line and the two guards behind. The players form these two lines very quickly and do not pay any attention to the ball under their own basket after they have lost possession of it.

The front line is formed some place between the center of the floor and the end of the foul circle. The back line usually forms about the foul line or a short ways back of it. Of course the placing of the formation depends largely upon the size of the floor.

In the defense territory the following method of play is used: The floor is divided into sections or zones as is shown in diagram two. The division line comes about the end of the foul circle; spaces four and five are occupied by the guards, one and three by the forwards and two by the center. The guards play only the ball and do not watch the opposing players at all. The same style of play is used by the front row.

Another style used with the floor divided into sections as in diagram two is this: the front line men permit two men to go by them and the guards in four and five pick them up and stay with them until they leave their sections. The players in one, two

Diagram 1

The three men in front are the two forwards and the center and the back two men are the guards.
and three play the ball and try to intercept all passes.

The following system may also be used; the floor is divided as shown before in diagram two. Two men are allowed to sift through and the front line men play the man that comes into their territory. If the offensive players concentrate on sections one, two and four, then the guard in number five will go over into section number four and number three drops back in order that he may be able to cover any offensive player who may come into sections three or five. Some difficulty may be encountered at first in getting the players to be able to make the shifts required, but by constantly having the different conditions come up in practice that will have to be met in games the team gets so that it can function properly. This style of play has been used with a great deal of success by one Western Conference school.

The same system of placing the defensive men is used, but the players function differently. The front line men let two opponents slide by and the two guards pick these men up very quickly and cover them no matter where they go on the floor always being between their opponent and the basket and trying to keep a close watch on the ball. As soon as a shot is made for the basket they immediately try to play the ball, disregarding the player entirely. The front line of players pick up the nearest opponent and stick with him until their team recovers the ball and then breaks for their offensive plan of play.

There is also a man to man defense used in the five-man defense, viz., each defensive player is assigned to cover a certain opponent. The defending team swings back on the defensive and gets a chance for momentary rest as the ball works down the floor to it. By this form of defense a coach is able to hold his players responsible for a certain opponent.

By changing the position of the two guards and placing them in tandem as shown herewith:

```
X  X  X
3   4   5
X—2
X—1
```

Number one is the back guard and number two the running guard. Three and five are the forwards and four the center. By placing the two guards in tandem they are able or liable to be blocked by the opponents who might be using a criss-crossing style of attack. It can be readily seen that if the two guards are
THE FIVE MAN DEFENSE

Playing back in the formation here shown.

\[
\begin{array}{ccc}
X & X & X \\
3 & 4 & 5 \\
X & X \\
1 & 2 \\
\end{array}
\]

and are given certain men to cover and their opponents take the course as shown in diagram three there may be a bumping between one and two; this bump may be only momentary, but it may be enough to throw the guards off balance and clear the forwards for a pass and shot.

A certain coach had a team composed of four men who were over six feet tall. The fifth man was about five feet six inches. He had tried playing a man to man defense and this style was not very successful. So he decided he would use a new style fitting the peculiarities of each man into his proposed style of defense and the characteristics of each player as follows:

\(X'\) was the smallest man and very poor defensively, but very fast and a good man on the offensive.

\(X^2\) was very fast and had uncanny ability in breaking up plays. He was able to come in very quickly and intercept the ball. A player who had natural ability along this line and one who was a great asset to a team.

\(X^3, X^4, X^5\) were good defensive men and played the ball in their zones.

The zones are shown in diagram four. The width of each zone varied according to the size of the floor. The approximate width of the zone was six feet.

When the ball came into the zones occupied by the players \(X^3, X^4\) and \(X^5\), they rushed toward the player in possession of the ball, keeping their arms raised high and with feet well spread so that the player could not sidestep, pivot or get by them. By this method they forced the offensive
player to shoot or pass hurriedly and they also were able to make a number of "held balls."

If the play came down one side of the floor and players bunched on that side we will say for example, the left side, $X^2$ and $X^4$ went to that side and $X^4$ dropped back into $X^2$'s place or zone. $X^2$ went back and took $X^4$'s place. The nearer the ball was worked in toward the basket, the harder the play. The offense from this was to whip the ball to $X^2$ who played the side and he started down the floor with a dribble. $X^1$ went ahead to try and pull the backguard out of position.

This style of game was very successful, the team winning seventeen straight games, defeating some of the best teams in the country.

There is another style of the five-man defense that has been used successfully and it is this: One man is given a certain section of the floor to cover and he plays the ball in this section. This space is that portion of the floor covered by the foul circle and lanes. The other four men cover certain assigned opponents and after they have taken their position on defense as shown by diagram five, they pick up their assigned man and stick with him until their team recovers the ball and start their offensive play.

On some basketball teams there is usually one man who is extremely clever in intercepting passes. There is a system used whereby four men swing back into their defensive positions and this man fights the ball coming up the floor. Sometimes he comes back quickly after making one play for the ball. After he has done this a number of times the offensive team may get careless.

(Continued on page 46)
This is the second article on basketball officiating which Mr. Schommer has written this year. The first was published in the October Journal. Mr. Schommer is instructor in chemistry and Director of Athletics at Armour Institute. Further, he is one of the best known football umpires and basketball referees in the middle west.—EDITOR’S NOTE.

For the successful officiating of a game of basketball the two officials must absolutely work in harmony. They should meet some time before the game and decide just what their specific duties are going to be and how they may aid one another.

The referee should have control of the ball and its immediate vicinity, but on a quick change of scene that puts the ball on a close out of bounds at the opposite side of the court under the eyes of the umpire the latter should sense the situation, call it, and not run away from it. The same procedure should rule if a foul is committed. Umpires often hesitate about calling an "out of bounds" or a foul "on the ball" for fear of incurring a referee’s displeasure. An infraction of a rule in the vicinity of the ball must be called by the umpire, for often a referee, trailing on behind a play, does not always clearly perceive what is happening. It is always excellent officiating when both officials call a foul. This procedure leaves but little doubt as to whether a violation of a rule has occurred.

It is a very good plan for one official to practically stay on one side of the court while the other official takes the opposite side. The two men thus stay out of the court and so facilitate the play without interference. They also are thus in a splendid position for close out of bounds and usually are enabled to obtain a better perspective of the play.

The proximity of the goal is the territory where uncalled fouls when committed cause the most displeasure. For here by infringement of a rule a basket may be illegally made or illegally caused to be missed. Therefore, this part of the court can not be watched too closely. Umpires must come down and take a position near or under the goal to watch for pushing, pulling, "straight-arming," holding and illegal blocking.

Another reason for the presence of an umpire at this critical place is that often a referee’s eyes travel with the ball to see if a goal is legitimately made. A flagrant push that sends players headlong may be easily missed by the referee. The nearer a referee is to the “push” the more likely it is not seen, due to the perspective and the eyes following the course of the ball.

When a dribbler is proceeding down the floor, the referee should be trailing behind and the umpire, if possible, running via the sideline ahead of the play. The covering of the play in this manner insures the maximum protection against any infringement of a rule.

When players are gathered around the free throwing lane for a “free throw” it is best for the umpire to take a stand immediately underneath the basket. He then may aid in watching for holding, pushing, blocking and

(Continued on page 48)
GOAL THROWING FROM A DISTANCE

BY
RALPH JONES

"Selecting and Placing Basketball Men" is the subject of the article by Mr. Jones which ran in the November Journal and the "Review of Fundamentals" is the title of the December article. Mr. Jones has coached basketball at Purdue University, the University of Illinois and at Lake Forest Academy for the last fifteen years.—EDITOR'S NOTE.

The one thing that has impressed me most in watching Basketball in the Big Ten for the last six or seven years is the lack of good goal throwers. I realize that the defense is much stronger than it was eight or ten years ago and naturally a man gets fewer easy shots than formerly; yet if you will watch the average good team this year you will be surprised at the lack of goal throwing ability displayed. Occasionally some player will "get hot" or get the "feel" and "sink" three or four in a row. But just watch and see how many shots not only miss but miss badly, some not even touching the backboard.

Possibly the explanation for the poor goal throwing is that not enough serious thought is given to goal throwing and not enough time is allotted for goal throwing practice under game conditions.

If we take into consideration the number of high schools that are playing basketball, it is hardly believable that it is difficult to find four or five good goal throwers among the three or four hundred players that turn out for a University Freshmen team.

A great many good goal throwers are ruined by the coach who attempts to change the player's style entirely. For instance, I know a boy who was a real shot, when he entered one of the large universities. His first day out for the Freshman Squad he took an underhand shot at the basket and the coach stopped him and said "Don't ever throw at the basket that way again on this floor." Yet Carney of Illinois broke the Conference record in scoring and never threw any other way and I can name several good scorers who used this type of shot. One of the highest scorers I ever had (a left handed shooter) made the most of his goals while running away from the basket, jumping in the air, turning and throwing from just over his left shoulder with two hands. Another good shot used a one-hand push shot going away from the basket on all distances up to twenty-five feet. These last two types of shots are freakish and I am not advocating that anybody try to learn them. I am citing these instances to show that I do believe that a great many coaches are making the mistake of requiring every man on the squad to use only the push shot. It is a good shot, most likely the best under most conditions as it is a little harder to guard, yet there are

(Continued on page 46)
THE ORGANIZATION AND ADMINISTRATION OF WINTER SPORTS

BY

GEORGE W. MARTIN
Director of Winter Sports,
University of Wisconsin

The popularity of winter sports is increasing in the schools and colleges and Mr. Martin's article will prove of value to the Directors of Athletics who are confronted with the problem of providing facilities for winter sports.—Editor's Note.

EVERY school and college makes more or less of an effort to provide facilities for out-of-door recreation for the student body during the fall and spring months. Very few institutions, however, have made any very great effort to encourage outside activities during the winter months when fresh air is just as essential (as during the warmer months, if not more so.) During the fall and spring, the air in buildings is not so different from the out-of-door air, as the windows are open and no artificial heat is used. Furthermore, people are naturally inclined to spend more time outside in warm weather than they are in the winter, and certainly one needs as much exercise and fresh air at one time of the year as at another. Winter sports therefore should be encouraged from the viewpoint of health, just as other out-of-door activities are fostered during other months of the year. One might enumerate any number of benefits from the participation in winter out-of-door activities, but I shall not dwell on the mere hygienic effects of being in the open. I shall try to point out specific benefits derived from winter sports that few other activities offer.

Winter Sports and Health

First let us consider the relation of winter sports to the health of the students while they are in school. It is granted that a student needs exercise. Indoors, he can get it only to a limited extent in the gymnasium or swimming pool. To the large majority of students there are far less opportunities for physical recreation in the winter (outside of winter sports) than in the spring time. And so it is up to the institution to provide such recreation, especially if this institution has the real interest of the students' health at heart. It is a recognized fact that during the winter, students go to moving picture shows

The Toboggan Slide at the University of Wisconsin
more and confine themselves to the indoors more than they do in the spring or fall. They have to be given facilities and educated to take exercise in the winter as well as in the summer. Every spring there is more illness due to colds and grippe than at any other time of the year and this is due largely to the fact that on account of lack of exercise the vitality runs down and the resistance is lowered. The general vitality of the whole student body can be kept at a higher level if the students can be educated to spend more time out of doors during the winter. This can only be done by providing and maintaining facilities of the very best kind. An illy kept skating rink or a bad toboggan slide is not only unused, but also dangerous. People would rather stay inside than skate on poor ice or go down a bumpy toboggan slide.

What one learns about winter sports in one's youth will be of great joy and value to one the rest of life, for outside of ice hockey, winter sports are of such a nature that one can take part in them by oneself without requiring others to make up a team. Individual sports which a student learns to like are the ones which will keep him healthy and afford him real recreation for the rest of his life. He can adjust them to his needs and his age and he is not dependent on others to play. Most of all, winter sports inculcate the love for the out-of-doors which is as big a single factor in maintaining health as any one particular thing.

Specific Values of Each Sport

Winter sports offer as much variety, educational and moral training as other sports combined. In winter sports there are enough activities to satisfy most of the motives which prompt people to take part in physical recreation.

General skating, fancy skating, skating races and ice hockey make up the biggest part of winter sports that are open to the majority of people and so these activities should receive the first attention in any program of winter sports.

The main value of general skating is that it teaches subjective motor control. It is a sport that is not confined to one age or sex. It is for all people who are not confined to bed, for one can get as much or as little exercise from it as one chooses. It might be compared to walking or running, but it has additional features of pleasure that the former do not have. On skates, a person can move quite fast with little effort which in itself makes it a pleasure. If one has mastered the mere fundamentals of skating and learns a few of the simpler fancy figures, the pleasure is many times increased.

Fancy skating is in a class by itself in the world of sports. There is absolutely nothing to
which it can be compared, and unless one has actually mastered a few of the simpler figures one can not understand the pleasure to be derived from this activity. I can not think of a single sport, with the possible exception of certain gymnastic exercises on apparatus, that require the co-ordination and control that fancy skating does. To teach grace of movement there is hardly anything like it with the exception of gymnastic dancing steps of the more difficult variety.

The Start of an Ice Boat Race

A beginner finds it hard to execute even the simple "figure eight," and many people give up when they have no success after a few trials. Indeed, fancy skating is a hard thing in which to get a start. However, once the simpler movements are mastered, then there is no limit to the pleasure in trying new things and the satisfaction in mastering them. The possibility of fancy skating has no limit. A person may keep trying new things all his life and still find more to do if he lives long enough. To prove that there is a lot of pleasure connected with this kind of skating one should note the elderly people who do fancy skating. We find more elderly people interested in fancy skating than any other out-door sport during the winter.

We might include waltzing on ice in fancy skating, although in fact dancing is a separate activity.

However, when we consider skating from the viewpoint of an educational institution we can very well class waltzing as fancy skating. The surprising thing about waltzing on ice is that it requires knowledge of only the most simple movements, which can be mastered within a few days by any one who is a skater of average ability. It is hard to describe the actual pleasure to be derived from waltzing to music. That is something one must experience to understand. The big sweeping movements in time to the music is something that satisfies the sense of rhythm as nothing else does.

Ice hockey is a team game which is highly enjoyed by all who have ever played it. It has values which any other team game has, but especially it trains quickness of eye and body, demands fast thinking, ability to control bodily momentum and judge distances. It is a game of constant action without any delay during the progress of the play.

A toboggan slide is one of the finest things an institution can offer her students. It affords...
CO-OPERATION BETWEEN HIGH SCHOOLS AND COLLEGES

The following ideas regarding athletics as advanced by prominent college and high school authorities will prove of interest to those who are concerned with the future of school and college athletics.—EDITOR’S NOTE.

Last year at the time of the winter meeting, the ten Directors of Athletics of the Western Conference universities and the officers of the National Federation of State High School Athletic Associations and representatives of the various states that go to make up this Federation met in a joint conference in Chicago. The purpose of this meeting was to discuss the manner in which high school and university athletic authorities might co-operate in the administration of athletics. Those who were responsible for initiating this meeting believe that the work of the high school and college men in athletics are fundamentally the same and that the high school men can materially assist the college men in safeguarding college athletics and in enforcing their eligibility rules, and that on the other hand the colleges possibly can co-operate with the high schools in upholding the ideals which the high school athletic authorities have adopted for the development of athletics in the secondary schools.

The result of this meeting encouraged those present to arrange for another co-operative meeting in December, 1924. This meeting was attended by the Directors of Athletics of the Western Conference, the Directors of Athletics of the Missouri Valley Conference and by thirteen men prominent in the administration of high school athletics. These high school men represented State High School Athletic Associations which are members of the National Federation of State High School Athletic Associations. Mr. A. A. Stagg, of the University of Chicago, presided over the meeting and outlined some of the things that might develop in the next decade that would make for the betterment of athletics and physical education in our schools and colleges.

Dr. P. E. Belting, Director of Physical Education at the University of Iowa spoke on the subject “What Can the High Schools Do to Assist the Colleges in Safeguarding Athletics.” Among other things Dr. Belting suggested:

“Democracy is the assumption that each person shall live as fully and completely as it can be arranged. The aims of secondary education in such a society must definitely try to realize the ethical conception on which democracy is founded. Since the purpose of physical education in the high schools are not distinct from, but coincident and co-extensive with, the ends of secondary education in the United States, physical education becomes of extreme importance in realizing the worth of democratic life.”

Further, he suggested that our schools should protect boys and girls against the inefficiency which is due to disease and
contagion and that if this program were properly carried out in the secondary schools the work of the departments of physical education in the colleges would be lessened. Further, he showed that the aims of good citizenship and ethical character are some of the possibilities of physical education and he urged that the high school athletic departments should place more stress on honesty, industry, persistence, loyalty, co-operation, self-sacrifice and the many other virtues on which a premium is placed by modern athletics.

Dr. Belting was followed by Mr. C. W. Whitten, Manager of the Illinois State High School Athletic Association, in an impromptu address in which he replied to Dr. Belting's article under the subject of "What Can the Colleges Do to Assist the High Schools in Carrying Out their Program in Athletics." He said:

"In responding to the question 'How can the colleges help the high schools in promoting their athletic program?' I first desire to comment favorably on Dr. Belting's suggestions on the complementary topic. I note with gratification that all of Dr. Belting's demands upon the high schools are expressed in terms of character. In other words Dr. Belting conceives that the high schools can best serve the college departments of physical education and athletics by sending up young men and, by implication at least, young women too, of sterling integrity of character, with correct ideals and attitudes toward ethical problems and with habits and controls in harmony with their ideals. We find Dr. Belting pleading for such old-fashioned virtues as honesty, industry, persistence, obedience to law and properly constituted authority, the spirit of co-operation and self-sacrifice, loyalty and optimism, virtues not always thought of in connection with an athletic program.

"If I know the temper of the high school men, and I believe I am reasonably familiar with it, we shall not hesitate to accept the challenge thus presented to us. We recognize these fundamental virtues as the ultimate aim of all of our educational activities. And for years we have been working, sometimes against heavy odds, to make our athletic program contribute to these aims. And I am sure we are all delighted to hear these virtues extolled beyond mere athletic prowess even as an aid to the college athletic program.

"But let us return to my specific topic.

"Probably the first step in co-operation on the part of the colleges is that already taken by the Western Collegiate Conference, namely, a frank recognition that we have common problems and that the best interests of both groups can be promoted through cordial co-operation. For this step I feel we are greatly indebted to Major Griffith. No more effective assistance could possibly be given us than to assign the general management of each collegiate conference in America to a man of such idealistic vision, tempered with practical wisdom and combined with executive ability, as is constantly being manifested by the Athletic Commissioner of the Western Collegiate Conference.

"Undoubtedly the second effective step is one likewise already taken by the Western Conference, namely, a cordial recognition of our authority. For the ten great universities of this con- (Continued on page 26)
The Football Coaches’ Association met on December 29th in New York City. Any football coach in a college that is a member of the National Collegiate Athletic Association is eligible to membership in this Association. The next day the annual meeting of the National Collegiate Athletic Association was held. The N. C. A. A. was organized some nineteen years ago when there was considerable agitation for the discontinuance of college football. Without doubt this association of colleges saved football, and is today the guiding force in American college athletics. Judged from the temper and spirit of these meetings two things stand out. First, it has become generally recognized that athletics have a place in the educational scheme. Educators are no longer suggesting that football shall be abolished, but rather are assisting by considering how football can be made better. While formerly it was thought that the chief purpose of athletics was physiological, today it is pretty well agreed that the social values are of the greatest importance. Some are still worried because the general public shows more enthusiasm for athletics than over arts and science, but for the most part the leading minds are agreed that this has been true for several thousand years and that conditions probably would not be changed if athletics were abolished, but rather that something of questionable value would take the place of the present day athletics.

The second change that may be noted as having taken place in athletics has to do with the assumption of more responsibility by the coaches and directors with the administration of athletics and with the willingness on the part of these men to do everything possible to throw up safeguards not only with the thought of saving the game, but what is more important with the belief that the games if properly conducted may be used as a medium through which character may be developed. This is a very encouraging sign of the times. The practical athletic men it may be assumed know more about their work than do others. Consequently they should be qualified to act intelligently in solving athletic problems. In the past this point has been accepted but fears have been expressed that even if the practical athletic men did have a better working knowledge of their work than men who were giving most of their time to other things that the coaches and directors could not be trusted to act unselfishly and consequently academic men have been forced to take the leadership in initiating athletic reforms. If the men who are receiving salaries for work done in the physical education departments will shoulder the responsibilities and keep their own houses in order we may look forward with increasing optimism to the future. The football coaches have shown that they are desirous that football shall be conducted in accordance with the highest ethical standards.
AMATEUR BASEBALL

Amateur football, basketball, tennis and golf are developing more rapidly than amateur baseball and the reason is probably this, viz: the boys of today expect to be paid to play baseball while boys play golf and tennis and basketball and football for the sport that they derive from playing.

It stands to reason that outside of organized baseball not many ball clubs can be conducted successfully on a professional basis. Many towns have at one time or another boasted of professional or semi-professional ball teams. Almost invariably some one has lost money on these ventures, however, and as a result the game is sooner or later abandoned. Baseball is a distinctively American game. Efforts this last winter to introduce baseball into England and France were not very successful. Baseball does appeal, however, to Americans in America and it should be encouraged. There is just as much sport in playing baseball as in any other game that we have, but amateur baseball will not develop and grow so long as the small towns insist on trying to maintain paid teams and so long as our boys expect to be paid salaries for playing baseball.

NINETEEN HUNDRED AND TWENTY FIVE

Much has been written about the year Nineteen Hundred and Twenty Four in sports. What about the year just ahead? Journal readers are primarily concerned with the part that the schools and colleges are to play in the nation's athletics. We know that most of the football and basketball is played in the schools and colleges; we have learned that all but eighteen or twenty of the two hundred and fifty points won by America in the Olympic Track and Field events were won by school and college trained men. Verily the educational institutions are ministering to the physical well being of the young and occupy a proud place in the nation's sports.

College coaches should not be satisfied, however. Rather they should redouble their efforts this year to extend the benefits to be derived from the various physical education activities to many who so far have not been enrolled in the play activities. This work, however, is comparatively simple as compared to the big task that confronts every coach and athletic director. The biggest thing after all is to make use of the games as a medium for teaching all of those valuable lessons which can be taught on the gymnasium floor and on the play fields. To teach sportsmanship the coach must be a good sportsman. To teach honesty the coach himself must be honest. To teach self control the coach must set an example in self control. In short, the coach who makes a success of his work in Nineteen Hundred and Twenty Five must be a big man capable of handling a big job in a big way. College presidents and school superintendents are looking for such men and are willing to pay satisfactory salaries to the right men,
AILMENTS OF BASKETBALL

BY
DR. FORREST C. ALLEN,
Director of Athletics and Basketball Coach,
University of Kansas

Dr. Allen's first of a series of articles on basketball appeared in the November Journal under the heading "Pivots, Passes and Plays in Basketball." The article in this number will be followed by another in the February number.—Editor's Note.

With the unprecedented growth and popularity of basketball new dangers appear on the horizon. Basketball has grown by leaps and bounds for several reasons, among these are:

1. The rapid action of the game.
2. The abrupt and frequent change from offense to defense.
3. The "close up" that the spectators are allowed at all times.
4. A better understanding of the rules of the game.
5. The playing of the games in spacious, well lighted, and well ventilated halls where inclement weather affects neither the play of the contesting teams nor the comforts of the spectators.
6. The progressive improvement of the rules governing the game.

But like all other man-made plans of things and games, there are still manifest weaknesses that will undoubtedly in time be ironed out. There are some ailments. Not the least among these is "stalling" or playing the back court game to the demoralization of the best interests of the sport. Aggressive fight and a sporting chance is what a basketball audience comes to see and when they fail to get it they are audibly disappointed.

The great desire to win and the dread to lose has so fastened its talons upon players and coaches alike that there is grave danger of these individuals losing sight of the interests of the people who make the game thrive—the patrons who click the turnstiles. The game's followers have an inherent right to consideration equal to the players and coaches.

To watch some of the back court "stalling" practices indulged in by some of these supposedly first-class court aggregations, would cause one to wonder if any thought were given to the best interests of the game.

Two certain games of such a nature stand out in bold condemnation. The two games were played in widely separated territories so it is reasonable to presume that this habit of "back court stalling" is coming into quite general practice.

It should be clearly pointed out that there is no burden on the part of the offense to hurriedly drive down to their basket where the opposition defense is clustered close by.

Indeed, it is up to the defense lawfully to attempt to obtain possession of the ball—the thing both teams play with—then assemble their offense and stage a drive for the goal.

In the two games previously mentioned the offensive teams held the ball under their opponent's basket in the first half.
AILMENTS OF BASKETBALL

12 and 18 minutes respectively. The defensive teams in both instances were admittedly inferior. It was their logic that they were keeping the score down by this inert style of play. In one case during this delay the offensive team members sprawled out on the floor under their opponent's basket while the band played and the spectators worked themselves into a frenzy imploring their followers to come up and get the ball. But the captain of the defensive team had instructions from his coach to the contrary. The offensive team was urged to try to score but their captain had specific instructions to hold fast.

All of which showed that both coaches were very much at fault. Neither cared a whit for the support that was given them at the gate as shown by their respective team's play. They cared only for victory and each coach blamed the other for this ridiculous spectacle. Had this incident happened in the last few minutes of either half it perhaps would have been justifiable, as there is no time limit placed on either team for withholding the ball from play.

Team strategy entails no tiresome delays. The "huddle play" in football is subject to the same abuse as is the "back court stalling," they are a positive drawback when either play is employed by both teams. They have a decided tendency to slow up the game and take the life and color from it.

The game of basketball needs friends who will not prostitute her good name under the guise of "winning basketball" by doing things that will drive enthusiastic supporters away from her, rather than adding countless thousands to her ever increasing list.

The game further may be improved by a general understanding between coaches and officials.

The coach's first duty to his school and to himself is to select a referee to whose judgment he is willing to entrust all the hazards of the game. The coach then must believe in the official he has chosen. It then becomes his duty as host to protect this official from all the invasions of a thoughtless and sometimes hostile crowd.

Due largely to the simplicity of the playing rules and also to the close proximity of the players to the spectators, the average basketball follower is much better versed in the playing rules than are the average followers of other sports. Therefore, the popularity of the official who makes an error of decision in this game, as he undoubtedly will at some time, is in much greater jeopardy than in any other sport.

The average basketball audience is not schooled in charity. Spectators in their excitement forget that there is no animosity in the referee's mind, when he calls a foul on a man for an infraction of the rules. Too often, they take the referee's decision as a personal affront to a player of the home team.

The only salvation for the sportsmanship of many audiences throughout the country, lies in a sort of an extension training course, wherein sportsmanship may be ingrained while the audience is unaware.

Teach the crowd, in its saner moments, by means of printed forms and otherwise the real meaning of sportsmanship. Programs, bearing pictures of the stellar players of the conference, will help to remove the altogether too provincial aspect from the game. A game, instead of contributing to narrowness of mind, should broaden the point of view. Information concerning changes in the rules may also be included in these pamphlets. These changes will be scrutinized by

(Continued on page 52)
THE CARE OF THE FEET IN BASKETBALL

BY
DR. WALTER E. MEANWELL,
University of Wisconsin

In the September Journal Dr. Meanwell's article on the Changes in the Basketball Rules appeared. The series of articles on the Care of the Feet began in the November issue and will be completed in the January Journal. We hope to be able to announce a technical article for February number by Dr. Meanwell.—Editor's Note.

Callus and Corns

Keep corns pared down close by scraping them with a dull knife after soaking the feet in hot water. The use of a circular piece of felt, with a hole punched in the center to permit it to fit over the corn, so as to relieve it from pressure, is helpful. These corn plasters can be procured at any drug store.

To secure the removal of the corn, keep it pared down as suggested above and then paint on it a coating of a preparation that consists of thirty grains of salicylic acid dissolved in one ounce of flexible collodion. Keep an ounce of this solution in the training room. Apply the preparation, allow it to remain on two days, remove it by scraping the corn down and then re-apply the medicine if its work has not been fully accomplished. The salicylic acid renders the skin soft and friable and the corn is usually soon scraped entirely away. Wear the felt corn circles while this treatment is being carried on. Corns, of course indicate improperly fitting shoes, whether for street or for playing wear. If they are too loose or too tight or if the linings are not smooth, the friction resulting from foot action produces corns. The soft wool athletic sock earlier described is very helpful in preventing such unnecessary friction.

A somewhat similar condition to the corn, just described, though much more painful and also harder to cure, is the large, thickened, or calloused patch of skin which appears occasionally on the ball of the foot. These areas are very painful, so much so, that during the war many men were rendered unfit for army service by them. A callus is not always easily cured. Some respond nicely to the salicylic acid and paring treatment previously suggested for corns, and others again are resistant to almost all treatment. The aim should be to remove the excess of skin on the ball of the foot. Salicylic acid in collodion will soften the areas and careful scraping will ultimately clear up almost all such conditions.

If calluses are present, the footwear should be inspected, for if shoes are too tight, or more frequently too loose, or if, again, the basketball shoes are so thin or hard soled as to give little protection to the feet, a callus will often result. Very frequently a faulty construction of the foot, characterized by an especially high instep and with an unusually prominent ball of the foot, is the troublesome factor. This may be neutralized by a felt pad glued to
the shoe in the instep, to take part of the weight off the heads of the bones which form the so-called "ball of the foot." It requires considerable skill to fit and make such a pad.

Sprains and Strains

Foot sprains and strains may be almost entirely prevented by the use of a playing shoe with a thick, well cushioned sole. A useful precautionary measure is to issue to each of the players before the first practice, two strips of unbleached muslin about three feet long and three inches wide. One of these should be wrapped about each ankle and arch in a "figure of eight" bandage and should be then held securely in place by a small piece of tape. The strips support the arch and ankle moderately and are particularly valuable in the early season when the foot structures are not yet ready for the strain of play.

The Basket Bandage for Sprained Ankles

If the feet develop painful points for which no adequate cause is apparent, it is fair to assume strain of some of the foot structures. For such conditions and for sprains of the ankle, no other treatment is so helpful as the application, in whole or in part, of the basket weave bandage, first described by Gibney, and which is applied as follows:

Four strips of adhesive tape one inch wide and fourteen inches long, and seven strips one inch wide and ten to twelve inches long. Stick them by one end to the back of a chair or edge of a table. Seat yourself and patient, with his leg across your left knee. Keep the foot at right angles to the leg, as it would be in standing, and everted slightly if the sprain is on the outer side, or inverted if sprained on the inner side of the ankle, so as to relax the sprained ligaments.

Apply the first strip vertically. Begin about eight inches above the inner malleolus or ankle bone and back far enough to cover the side of the tendon Achilles or heel cord, then under the heel and up the other side, (strip No. 1). The second strip goes horizontally, from the outer border of the foot near the little toe, around the heel and along the inner border of the foot to within an inch of the big toe, (strip No. 2).

Now another strip vertically, and overlapping the first strip about one half, (strip 3), and then another horizontal strip higher up than strip number two and overlapping it about one-half, (strip 4), and so on until the ankle is covered by alternating vertical and horizontal strips, except a free space of about half an inch down the front of the leg and foot, which should be left open to permit of free circulation, for important vessels are present there. Never wrap the leg and foot circularly with adhesive tape in case of sprain with swelling.

Sprained Ankles

While not properly classed as foot injuries, sprains of the ankle
may well be discussed at this time in view of the fact that the chief means of treatment for them, the Gibney bandage has already been described.

Soak a sprained ankle at the earliest possible moment, in a bucket of ice cold water, or wrap in cold cloths, or apply an ice bag to the injured area. A sprain is a tear. If it is a severe tear, some hemorrhage always occurs in the surrounding tissues and an immediate, puffy swelling results which often gives a dusky, purplish appearance to the skin in the region of the injury. Immediate swelling always indicates hemorrhage due to torn vessels. Theoretically, cold is indicated rather than heat, because cold causes a reflex contraction and lessening of the calibre of the vessels and so reduces the bleeding. Pressure is also indicated, for that limits the bleeding mechanically. All comparatively large hemorrhages due to sprains at the ankle, are checked in great part by the swelling and resulting pressure they themselves produce. Cold and pressure then, are proper to apply immediately after the injury.

With reference to pressure, the following is well worth remembering. If the injury is at all severe, so that there is a possibility of the part swelling still more after it has been wrapped, care should be taken to avoid any form of bandaging either by tape or gauze which will entirely encircle the ankle. Never wrap an ankle circularly so that the bandage passes over the top of the foot, unless it is a mild injury with little or no swelling or else an old one in which the swelling has abated. The reason for this is an important one. The arterial supply for the foot passes down the front of the leg and close to the surface at the ankle. Therefore if the ankle is wrapped circularly, a little additional swelling may cause such a pressure as to limit or even shut off the blood supply, to the great danger of the individual. Apart from considerations of the danger involved to the foot, it is well to remember that constriction which interferes to any extent with free circulation, is a hindrance to recovery. On my own teams tape is never employed to encircle the foot and ankle. We take no dangerous chances when the Gibney bandage, open an inch down the instep and lower leg, fills every requirement as to support and is free from dangerous possibilities.

In the case of a severe sprain, with much swelling and disability, the boy should be placed in bed with his injured ankle somewhat elevated and wrapped lightly with towels soaked in a cold solution such as boric-alcohol—which is alcohol plus boric acid, or with a salt solution. Over this wrapping place an ice bag. After twenty-four or forty-eight hours, depending on the appearance of the part and certainly only after the ankle has ceased to swell, a change from cold to heat is advisable. Now and for the first time, heat and gentle massage is employed. Massage at an earlier time may reopen the torn vessels and increase the swelling. With each additional day after the second, increase the length and pressure of the massage. Rub and work on the ankle under the rays of a therapeutic light and always upward in the direction of the knee. It is the manipulation and not the rub that gives returns. Cocoa butter, a few cents' worth of which will provide rub for a whole season, is a useful lubricant. If a medicament is desired, an ointment of one-half methyl salicylate oint-

(Continued on page 49)
A Year's Course in Physical Training for High School and College

By ROBERT NOHR, JR.

This is the fourth of a series of articles by Mr. Nohr now appearing each month in the Journal. The lessons suggest a course of training that is suitable for either school or college students. Mr. Nohr is an instructor in the School of Physical Education in the State Normal College, LaCrosse, Wisconsin.—Editor's Note.

LESSON 7

Tactics

1. Forming of rank members in ranks of fours.
   a. Changing from front to front ranks. Command: “Form L. (R) passing in rear—march.” On the command “march,” the left member marches 8 steps in place. The 2, 3, and right hand member face ¼ turn L. (R.) march forward in a flank formation, passing in rear of the left member forming to the left of him in a front rank. The 2nd arrives in 4 steps, the 3rd in 6 steps, and the 4th in 8 steps.
   2. Review.
   3. Running.

Free Exercises Alternated with Marching.

While the class is marching about the space in a long flank rank give the command “double distance—march.” The leader continues marching and the rest of the members shorten their stride until they are at a distance of about twice the length of the arm from the one in front. In order to form in close order again give the command “the leader in place and the rest close up—march.”

      b. Eight marching steps forward—1-8, 8 counts.
      b. Eight marching steps forward—1-8, 8 counts.
      b. 16 marching steps forward—1-16, 16 counts.
      b. 16 marching steps forward—1-16, 16 counts.

Note: Execute each part (a. and b.) on command, halting after each 8 counts. Then give the command “in time—begin.”

Exercises With One Club

For beginners it is well to learn the easy fundamental movements with one club. On command, the club is changed from one hand to the other.

Use the same method of distributing the clubs to the class as described in the wand exercises in lesson 5.

The Starting Position

Command: “Club to starting position—raise.” The club is raised vertically upward at the L.
Form class in a long front rank facing the apparatus. It is well to have about $\frac{1}{2}$ of the class working at one time. Working from one of the rank, a certain number will face and run in a flank formation to the apparatus. After they have finished, they will face and run to the rear end of the class and the next group run.

A. Exercises in the hang rearways.

Climb to a hang rearways on the upper round and:
5. Raise both knees forward—1. Straighten legs forward—2. Lower—3. (Hold only momentarily).
6. Raise both legs forward—1. Lower—2. (Hold only momentarily—later for a short period).

Note: Give each once on command and then several times in rhythm. Give the command "halt" and then "to a stand—jump."

B. Exercises in the hang-stand frontways.

The hang-stand is a position in which the student stands on one of the lower rounds and grasps the round in front of him about shoulder high with the arms and body straight.

Climb to a hang-stand frontways and
3. Turn trunk L., straddle L. leg sideward and swing L. arm sideward—1. Return—2. Same R.—3-4

Note: All arm circles should begin by straightening the arm directly upward and getting a full swing. The arm should also be in that position before lowering to a starting position.

Apparatus

Exercises in the hang rearways and the hang-stand frontways on the Stall Bars.

Alignment:

shoulder with elbow down and hand at the side of the shoulder. The knob of the club is at the base of the hand with the forefinger guiding along the shank. Use the command "swing" for starting the movement.

1. Whole arm circle L. Outward to starting position in two counts.
2. Same right.
3. Whole arm circle L. inward to starting position in two counts.
4. Same right.
5. $\frac{3}{4}$ arm circle L. outward (the elbow is bent and the club and fore arm are held horizontally in front of chest). 1. Tip the club on the fore arm—2. (Drop the club on the fore arm, holding club as you would a pen). Return—3-4.
6. Same right.
7. $\frac{3}{4}$ arm circle L. inward—1. (Arm and club held horizontally sideward). Tip club on fore arm—2. Return—3-4.
8. Same right.
9. 3 continuous arm circles L. outward in four counts. (Lower to starting position on count 4).
10. Same right.
11. $\frac{1}{2}$ arm circle L. outward—1. (Arm vertically downward). 2 hand circles in front of thighs—2-3. $\frac{1}{2}$ arm circle outward to starting position—4. (The arm continues in the same direction).
12. Same right.
13. Place club on the floor and give several exercises for the trunk and legs. Finish with some exercises of hopping and jumping or running in place and then a breathing exercise.

Note: All arm circles should begin by straightening the arm directly upward and getting a full swing. The arm should also be in that position before lowering to a starting position.
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Note: Executed as in Note under A.

Game
The Beetle Goes 'Round
Hands are behind back with palms open. One member is outside the circle and he carries a rolled towel (the beetle).

Running around the outside of the circle, he puts the beetle into the hands of one of the players. The player receiving the beetle strikes his right hand neighbor on the back. The player hit tries to avoid the blows by running around the circle to his former position. The pursuer goes on around the circle and gives the beetle to some other player. It is important that the player who delivers the beetle step back out of the way and then step into the place vacated by the runners.

LESSON 8
Tactics
As soon as all the tactics of the preceding lessons have been well learned, two or more of these activities may be combined and executed in succession. Such combinations create a new interest and offer splendid material for developing attention and alertness.

The following examples show some of the possibilities. Form the class in a column of front ranks of fours.

1. a. Form in front of L.—1-4, 4 steps.
   b. Form L. of first—1-4, 4 steps.
   c. \( \frac{1}{2} \) wheel L.—1-8, 8 steps.
   Total 16 steps.
   Repeat on command.
2. a. \( \frac{1}{2} \) wheel L.—1-8, 8 steps.
   b. Form L. passing in rear—1-8, 8 steps.
   Total 16 steps.
   Repeat on command.
3. b. Face L. in 4 marching steps in place—1-4, 4 steps.
   Repeat 3 times places, 24 steps.
   Total 32 steps.

B. Running. Review.

Free Exercises
   2. Hands on hips—place.
   (Not too fast, secure good bending, and keep trunk erect).
3. a. Turn trunk L. and swing arms fore—upward—1. Lower trunk half forward (back flat) and place hands in rear of head—2. Return—3-4. Same R.—5-8. (Slow rhythm or on command with holding each position firmly).
7. To a side-stride stand—jump.
8. Hands on hips—place.
   Alternate 8 jumps in place (feet together)—1-8. With jumping to a side-stride stand and closing 4 times—1-8.
9. Same as 8 with a 4/4 turn L. or R. in the 8 jumps in place.
   Hands—lower.

**Apparatus**

Exercises in the straight and bent arm hang on two poles.

**Alignment:**

Form class in a long front rank facing the poles, at a distance far enough away to permit swinging of poles. Use the same method of running to and returning from the apparatus as on the stall bars.

A. Walk backward until the grasp is on the end of the poles. Run and
   1. Jump to a straight arm hang, swing and jump down on the end of the 2nd backward swing.
   2. Same as 1. but with raising L. knee forward and holding that position while swinging. Same right.
   3. Same as 1. but with raising both knees forward.
   4. Repeat 1, 2, 3, but jump to a bent arms hang. Hold poles close to the shoulders.
B. 1. With grasp on two poles jump to a climbing position on one pole. Jump to a stand.
The climbing position is taken by winding one leg in front of the pole with the heel against the pole and placing the other leg in the rear with shin and instep against the pole. Be sure and grip the pole with the knees.
   2. Same as 1. but climb \( \frac{1}{2} \) distance of the pole and return.

The knees at first are raised high clinching the pole. Then climb up hand over hand until the body is straight. Repeat. Return in the reverse manner and do not slide.

**Game**

**Jumping Circle**

Formation: A circle facing inward, with the instructor in the center who has a rope which has an old gym shoe or a padded weight on one end.

The instructor swings the rope slowly around the circle so that the weighted end passes under the feet of the class. As the rope swings about, the members in the circle jump over it. Any one who is hit must step out.

Variations:
1. Facing in a flank circle.
2. Facing outward.
3. Jumping with both feet together.

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Co-operation Between High Schools and Colleges
(Continued from page 13)
ference to agree to accord entry to their tournaments and athletic meets conducted for high school pupils only to those pupils who come with official credentials from their state associations gives us a prestige of tremendous value in the prosecution of our program. It enables us to enforce our rules, giving us a standing in the eyes of our own people that we could scarcely gain in any other way. This recognition of our authority should be cordially granted by every college in the land.

"A third important step not yet recognized by the colleges but rapidly assuming importance in the minds of high school men has to do with the exploitation of high school boys for advertising purposes. Unless I mistake the trend of educational opinion this is going to become a much discussed subject in the near future. The innumerable 'invitation' meets and tourneys conducted by the colleges are rapidly becoming nuisances. We shall probably have to admit that the large universities do not indulge in this evil so extensively as formerly. But the smaller colleges still seem to consider these interruptions of the high school programs as necessary means of recruiting for both academic and athletic departments—especially the latter. High schools of Central Illinois are submerged with these 'invitations.' My plea is that the colleges refrain from so extensive a use of these methods of advertising.

"Of course it may be argued that the schools do not have to accept these invitations. That suggests still another problem the colleges may help us to solve. We are very much closer to our clientele than are the colleges. We are in a position such that tremendous pressure can be brought to bear to induce us to yield to the enthusiasm, often misdirected, of athletes, coaches, 'sports,' sports editors, fans and the whole host of 'followers' who conceive the only purpose of a school to be to furnish thrills for the populace. We ask the colleges to co-operate with us in educating the people to a saner attitude toward the educational program rather than to exploit the present 'craze' for thrills for advertising purposes.

"In general we appeal to the colleges to co-operate with us in a sincere effort to make the athletic program a part of, rather than superior to, the educational program. Probably the chief factor in such an effort must be an attempt to educate the entire public with respect to what constitutes a legitimate educational program. Colleges and high schools jointly share the responsibility for such an attempt.

"Unquestionably the school athlete is no longer of the 'bully' type of a former day. But we are in some danger of going to the opposite extreme and deifying the successful athlete into a 'little tin god,' thus not only manifesting and cultivating a distorted sense of values but seriously endangering the sanity of the object of our misdirected adulation. The situation demands a sober and honest inventory of our educational aims, practices and outcomes to the end that we may direct our efforts intelligently and efficiently in the interest of the public welfare. There is ample opportunity for co-operation on the part of all educational agencies.

"It is not unusual to hear the athletic program referred to as a program of hard, conscientious,
persistent labor and of rigid discipline. We are told it is not a program of ease and indifferent effort. Fortunately this is true and is undoubtedly as it should be. In all of my experience I have never heard anyone advocate an attitude of indifference on the part of players or commend any lack of rigid discipline on the part of coaches or managers. We strive with all our might and with all our courage and with all our endurance in a commendable effort to win the game according to the rules.

“But without knowing exactly where the trouble is, or indeed if there really is any trouble, I often have a vague feeling that the 'play' spirit is almost wholly eliminated from our interscholastic athletics. I wonder if we are not, at times, taking them too seriously? I wonder if we are not losing a great deal of both personal and social value through the intense, emotional concern we manifest over the outcome of games. May there not be a possibility of co-operation between the colleges and high schools to secure a sane evaluation of our interscholastic contests to the end that they may be made to contribute something of cultural and spiritual values as well as being great physical spectacles?"

Following Mr. Whitten's address O. E. Smith, Secretary-Treasury of the Minnesota State High school Athletic Association, discussed the subject “Are the Interscholastic Meets and Tournaments as now conducted by the Conference Universities worth while?” Following is a copy of Mr. Smith's remarks:

“The above topic is wide in range—too wide to be answered concretely, so we shall endeavor to state briefly: First, a few of the common objections to interscholastic meets and tournaments..."
as conducted by our universities or by the several state high school athletic associations, and secondly, some of the benefits derived through these meets and tournaments.

"The serious interruption of school work incident to the series of district and regional contests is found among the most common objections to the tournament idea. Doubtless this interruption is more pronounced than is indicated by the small number of boys who participate in these athletic meets.

"Are we meeting the aims of our physical education program by concentrating on the development of a few who are in all probability the least in need of physical training? Is it desirable that we make as much as we do of the athletic skill or prowess of boys of high school age? An observer can readily see that the physical strain placed on a basketball team that has survived a tournament is indeed severe. This strain is even greater should the team enter an inter-state meet. The long trip necessary to reach the tournament is in itself a severe strain, coming just after the state tournament, and to the team who wins or even reaches well into the tournament, it is a real 'endurance test.'

"With championship honors as the goal, there has arisen in many localities the 'undesirable fan' or 'camp follower' situation. Many a good athletic coach has suffered because of this 'desire to win at any cost' class of people. Fortunate is the school that has an athletic director who can withstand this pressure.

"Many have complained of the living conditions in centers where inter-state tournaments have been held. Certainly where three hundred or four hundred boys are met together for a four or five days' tournament, living conditions should be the best and above criticism. The objections raised against athletic meets and tournaments are more often thought of in terms of basketball than in general when we think of football, tennis, swimming, track and field meets, hockey and spring baseball.

"We do not need less athletics in our schools today but what we do need is more control of athletics, that control which teaches that good, clean amateur athletics is needed everywhere in our American life. The serious interruption of school work due to athletic activities is largely a matter of local control and is no doubt more pronounced in some schools than in others. In witnessing a basketball or football game the public is apt to think that these boys are the few who are thus physically benefited but they forget the great number of boys who are in training and who make it possible to secure this 'first team.'

"With a desire to lessen the physical strain on our basketball players we are trying in Minnesota this year a new plan. We have divided our state into thirty-two districts made up of 256 state high schools. These districts are divided into eight regions and the winners from the eight regional tournaments meet in a state tournament, March 18th, 19th, and 20th at the Kenwood Armory in Minneapolis. We believe this plan will lessen the tension during the playing season, shorten the regional and state tournaments and bring better teams to the final tournament. We allow only the state championship team or runners-up to attend a national meet.

"Physical training through athletics is far more than the measure of the results of a series of games or tournaments may indi-
The psychology of an athletic contest is not one-sided. Those who witness the contest are benefited as well as those who participate. Many a fine example of sportsmanship displayed on the athletic arena has left its impression on the enthusiastic fan. True sportsmanship calls for a high grade of manhood. Athletics as fostered in our high schools today calls for the best of ideals and standards of sportsmanship and the best possible physical development of the boys in our schools. Scholastic requirements for those who participate in athletics were never higher than they are at the present time. It has been clearly demonstrated that the best athletes are our best students. That time when an athlete is the best physically fit for athletic contests is the time when his mind is the keenest and he is doing his best school work. Physical training does not merely promote health and efficiency, but sound physical health is an aid to clear thinking and clean living. Any athletic contest or meet which teaches the habits of alertness, team-work, fair play, how to be a good loser or winner, will train for that later contest in which all must participate and in which all these quali-
ties become a real asset.

"The athletic achievements of any nation are an indication of that nation's physical, moral and mental strength. History has afforded us many striking examples of those nations whose greatest periods were those when their athletic activities were the most pronounced. A worthy characteristic in our American youth is the desire to excel and it would seem, therefore, that our athletic meets and tournaments afford a proper incentive for many to participate in athletic contests. These contests will be worth while just so long as they are properly controlled, just so long as proper environment prevails around the meet or tournament and just so long as we can keep the commercial side of athletics to a minimum."

Dr. L. W. Smith, Secretary of the National Federation of State High School Athletic Associations, Superintendent of the Joliet Township High School and Junior College, and one of the outstanding men in high school athletic reforms in the middle west and the nation, then discussed an interesting subject as follows:

"Is the Championship Idea in Athletics in Harmony with Education Aims?"

"The development of athletics in high schools in the last twenty years has hinged upon a series of major problems. As soon as one problem has been, in a measure, solved a seemingly larger one immediately appears. Perhaps that is normal. In any major activity of life we find a similar situation. Twenty years ago the big problem in athletics facing high school executives was that of training the community, the public in general, to appreciate the benefits coming from interscholastic athletics. Even high school faculties were not convinced of the importance of this form of interscholastic activity. In the experience of the speaker seventeen or eighteen years ago occurred a striking illustration of this. While he was principal of the Kankakee High School one of the attorneys of that city got out an injunction against him and the Board of Education for conducting a series of prize fights under cover of football games. This lawsuit was so sensational that it was broadcasted all over the country by the Associated Press.

"A part of that same problem faced by high school executives was the difficulty of getting high school organizations and the public to realize that interscholastic athletics was an educational enterprise and that it is dominated by the same objectives as are found in other forms of educational work. Because of this failure to understand the educational significance of athletics, ringer and tramp athletes were allowed to be members of the teams. Even coaches and members of the faculty were on high school teams. The speaker remembers quite distinctly the early attempts that were made to correct these evils and to give athletics their proper educational environment. A few forward-looking high school principals, fifteen or twenty, year after year gathered at Springfield under the name of the Illinois High School Athletic Association. They spent their time making rules and discussing rather vaguely and in a discouraged fashion the serious problems that faced them. The rules had no force behind them. They operated by influence only. However, more and more people came to realize the ideals of sportsmanship that underlay these rules, and these early efforts were the foundation
of the magnificent athletic structures that have since been built.

"In the course of years the Illinois High School Athletic Association and other high school athletic associations have grown into powerful instruments for the regulation of inter-scholastic athletics in conformity with the true ideals of sportsmanship. One can examine the eligibility rules of any one of a dozen states, and he will uniformly find that behind each rule there is an educational ideal. The fact of the matter is that the enforcement of right conduct in athletics has developed far beyond the ideals of the citizens and the public in general which patronizes interscholastic contests as spectators. The state organizations have come into positions of power. They are indeed so successful that their very prosperity in recent years has built them up into such a large organization that there is some
danger of their breaking down from their own weight. The business of each of these state associations has become so voluminous that no high school principal can afford to handle it as an incident to his regular work. Fortunately several state associations have been able to develop their finances to such a point that they have been able to employ full time executives to look after their interests. Notable examples of states which have state executives on full time are Indiana and Illinois. Several others have part time managers. There is no question that there will be a rapid development of this new type of educational executive.

'But what has all this to do with my topic bearing upon the championship idea and its relationship to educational aims? Just this: The enormous development of inter-scholastic athletics among high schools has stimulated the public to such a point of interest that the struggle for championship endangers the integrity of educational aims. Interscholastic athletics demands of its participants that they shall constantly put forth their best efforts in the project in hand. It demands of him the highest cooperation. It demands the highest moral ideals. It demands quickness and accuracy of thought. It demands discipline. In other words it is one more agency in the educational program for putting over a set of objectives on which every educational project is centered. Championships have not only brought the interscholastic teams alone to the front, but it has interested thousands of others in athletics. A big defect at this point is that the idea of championship has developed the interest of students far beyond the point where we have provided adequate facilities for the athletic interests of great masses of students.

"The outstanding evils coming from spectators and the public is the insistent demand that we win. The danger which is very acute in nearly every community is that the high school will be compelled by public pressure to sacrifice ideals of scholarship. In harmony with a statement made at the beginning, we are face to face with another of the great problems in the development of athletics. We shall be in a chaos once more unless we can train our alumni and the public to get the educator's point of view. If we can do that we can go ahead and conduct our interscholastic games with sportsmanship and educational objectives as major motives. The possibility of educational service under these conditions are unlimited and are inspiring. On the other hand, if we cannot get these higher ideals uppermost, we will enter into a period of decline. I am wholly optimistic, but up-to-date I think we have not been sufficiently aware of the problem that faces us, and we have not sought means of solving this problem."

L. W. St. John, Director of Physical Education at Ohio State University, next spoke in favor of extending the co-operative movement, which had been proven successful after two years trial to the extent of inviting athletic men in other conferences to meet with the college athletic directors and the high school association secretaries next year. He further urged that the high school secretaries request that the high school principals in the various states co-operate with the college men in the matter of enforcing their rules regarding illegitimate recruiting. He suggested that while for the most
part high school principals had the proper conception of amateur ideals in athletics that now and then a high school principal or coach encouraged his athletes to believe that the latter's athletic ability could be commercialized and consequently too many high school men were want to believe that they could sell their athletic skill to the colleges. He further stressed the point that all of the colleges of the country should unite on a program designed to foster amateur athletics and to discourage illegitimate recruiting of athletes.

Dr. Forrest Allen, Director of Athletics at the University of Kansas next spoke on the "Responsibility of the Director" as follows:

We hear much today about the so called anti-climactic period of the former high school athlete who comes as a freshman to enter
upon four years of University life.

There is an abruptness in the break that comes between the athletic period of stardom of high school days and the somewhat drab existence of freshman days in college, due to the fact that the alumni and the would-be friends of the boy have held out to him the wrong ideal. They have shown to him his athletic prowess as a first aim and as an end in itself; when, in reality, his athletic prowess should never be allowed to get beyond the place of a means to an end. The end to be achieved should always be a college diploma which will better fit the boy for the battles of life.

The question naturally arises, who is responsible for the mental status of the boy who puts his own athletic prowess ahead of a love and pride for his school? The answer is; in the main, the athletic directors, the coaches and the alumni. For have not we, or our predecessors, turned out from our college halls these coaches who are now sending the boys back to us as athletes and as students? The alumni of any school should have had the true sportsman's principles and precepts grounded thoroughly into them during their undergraduate days, for they are now the men who are rushing the present day athletes for their fraternities and for their colleges.

What have these men been telling the high school boys that has given them the wrong conception of what they might expect at college? They have told them of easy jobs in return for athletic prowess, and the sweets of the garden for one great end, that is, winning teams.

Football because of its magnitude as a sport, offers the greatest dangers of any sport, both to the athlete and to the college. College football faces one of two hazards: (1) the danger of the abolishment of the professional coaching system and the placing of the coaching responsibilities upon an undergraduate system basis. (2) The national agreement among college presidents to place a maximum salary for football coaches by giving them a full professor’s salary and no more.

This move would take away the activity of a meddlesome alumni which usually has far too much to say concerning the appointment of the football coach. The university president does not consult his alumni with the same concern when he desires to hire a dean for one of his colleges as he does when he hires a football coach. Why? Because winning is not at stake in the case of hiring his deans and he is allowed to use his own best judgment. On the other hand, the alumni on the athletic board are generally concerned in winning coaches alone, and are too often given to the boosting of a man for the coaching job by considering his win-percentage column rather than by considering his fine qualities of manhood and his ability as a builder of men.

We must have a re-education of the high school athletes, but we must begin with our alumni who are out in the field. By using the spoken and the printed word, we should lay our aims emphatically before our alumni. Then we must work ardently with our students who are now in college. Our embryonic coaches, now in our coaching schools, will be the young men who will direct the high school boys' mental attitude toward this question in the next academic generation. These coming coaches will be the ones to clear the confused attitude of mind be-
between the strictly amateur and the semi-ethical collegiate game.

Let there be no misunderstanding. The job is strictly the director's and he should assume full responsibility and endeavor to set his house in order.

No coach should receive a greater salary than does his athletic director. When this situation of affairs confronts a department, the athletic director should resign; for it is plainly evident that he is too small a man for the job that is demanded of him.

Note: These discussions should be of especial interest to the administrators of school and college athletics. It is suggested that the attention of the school principal be called to this issue of the Journal.

Organization of Winter Sports
(Continued from page 11)

variety in activity and opportunity for wholesome out-door fun for those who will not skate. For this group the toboggan slide may be the only other activity of winter sports. It can not be said that tobogganing has any great educational features, but it does get people out-of-doors and does attract many who would not get out otherwise. Incidentally it furnishes considerable exercise in climbing up hill. The pleasure of going down a slide seventy miles an hour is always enjoyed and hence the toboggan slide is justified from the standpoint of recreation and health.

Ski-ing, although a more recent

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sport in this country, is constantly gaining in prominence and popularity. From the standpoint of the general student body we are interested in the cross country ski-ing rather than jumping. In Norway the cross country ski-ing is far the more important and that is the way it should be here. Ski-ing should be fostered because, like skating, it has certain advantages all its own. There is no pleasure like taking a long ski hike on a winter day over the snow covered country. Even on level ground one can comfortably keep up a five mile an hour pace; and on hills the thrill of going down more than compensates the upward climb. Furthermore ski-ing enables one to enjoy cross country trips on knee deep snow when walking would be impossible. Any one who has once learned to handle his skis will never miss an opportunity to use them as long as he is physically able.

There is no reason, however, why ski jumping should not be fostered when there is a large enough number to make it worth while. Ski jumping is a phase of winter sports entirely in a class by itself. It trains the judgment of distance and bodily control as nothing else possibly can do.

Ski racing might well be compared to cross country running. It is possibly more difficult to master the technique of ski-ing than of running; when the pole is used in ski-ing, man develops his arms and shoulders more than in running. It furnishes an opportunity for powerful lung exercise in the winter out-of-doors which would not be possible otherwise.

**Skating Rinks**

In providing facilities for winter sports, the general skating rink is the first thing that must
receive attention. There are several important things to be borne in mind in selecting a site for a rink. In the first place it must be where people can easily get to it without walking two or three miles. It must be either near a car line, or best of all within a few minutes walking distance of the residential district. When this is not possible then there should be some way of informing people of the condition of the ice so as to avoid their going out merely to find poor ice. When possible place the rink where it is protected from the prevailing cold winds and large snow drifts.

Kinds of Rinks

In laying out the rink, four things must be considered. First: There should be a large rink for general skating. The shape should be square or oval. When it is impossible to provide a rink of this sort it may be advisable to make one broad track with two circles at each end. The size of course will depend on various factors, such as the number of people, the amount of help, and largely on the weather conditions. Second: When the rink for general skating has been provided the next thing of importance is a track for speed skaters. This track should be measured off and constructed so as to have wide curves. A quarter mile track is a convenient size. Third: A separate smaller rink ought to be kept up for those who wish to do fancy skating. It is very inconvenient and disturbing to do

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fancy skating on the general rink. Fourth: A small hockey rink ought to be provided for those who wish to play the game and for young boys who are constantly on the ice with their sticks.

The arrangement of these rinks will depend largely on the locality and natural conditions. It is a good thing to have the racing track where people will not cross it going and coming to the general rink. The rink for fancy skating may be placed at one end of the general rink with a fence of snow marking it off. At any rate this fancy skating rink ought to be apart by itself, for people like to watch others doing fancy skating and it helps the sport to have people see what can be done on skates. The small hockey rink may be placed where it is most convenient. All these rinks should have signs telling what the space is for and people should be made to skate where they belong.

It is essential to have a warming shack where people can change their shoes without freezing and where they can rest and get warm. This shack should be as close to the rink as possible, and should include benches enough for a maximum crowd. It is a good thing to have an attendant on hand to check clothes and take care of the shack. A few benches ought also to be placed on the edges of the general skating rink.

It is necessary that the rink be lighted at night. Many can not skate during the day and skating in the dark is likely to lead to serious accidents. A definite hour of closing the shack should be set. On Fridays and Saturdays of course the rink should be kept open longer than during week nights.

It is often advisable to have an artificial rink even when natural facilities are on hand. One advantage is that skating can be done two or three weeks sooner on an artificial rink than on a lake or river. On the other hand it will be possible to skate many days on the lake rink when the artificial rink will be in poor condition. This is because of the thickness of the ice on a large body of water which remains hard even on very warm days.

The first thing to do in preparing a rink on land is to build a wall of sod or clay about six inches high around the space to be used. Planks packed with snow may also be used instead. On a cold day turn on a firehose with as big a stream as possible until there is a foundation of several inches. When this has frozen solidly use a garden hose with a very fine spray and put the water on at night or during the day if it is cold enough to freeze as soon as the water hits the ice. Keep going over the ice with this spray until a good even surface is obtained. It takes a lot of time to get this rink in shape. After it is once made then it is not so much trouble to keep it up. Whenever the ice gets rather badly cut up the snow must be cleaned off and another spray applied. Going over with the spray twice or three times will bring much better results than doing it just once. Frequency of spraying will depend on the amount of help and how much the rink is used.

(To be continued in the February issue)

Position Wanted
If seventy thousand people will sit in a driving rain to watch a football game when it would be impossible to get half as many people to attend a religious, political or educational meeting under the same circumstances and conditions, it is pertinent to inquire whether or not football should be condemned because of its popularity. The following quotation from the New York City Post is interesting:

"The philosophers are philosophizing about the Yale-Harvard football game, where 70,000 persons sat in the rain with the patience of martyrs to see the bout through. No such crowd would sit for an afternoon in such a downpour for the sake of politics, religion, the drama or any other interest or activity. Some of the commentators express satisfaction that there is one interest remaining in the world which can draw so many people together, while another is glad to know that there is one subject left about which so many people can get excited at the same time. The social engineer wonders how so much simultaneous heart interest, like a river's flow, might be harnessed to some great cause or reform. It is this aspect of the football interest that is only beginning to be examined by the power experts in social dynamics."

Coach T. E. Jones, of the University of Wisconsin, has hit upon a unique scheme that will be of value to track men who are learning how to judge their pace. The following description of his device is taken from the Wisconsin Daily Cardinal:

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We have this morning received the eighteen pairs ordered, and will keep in touch with you, as we need more.

Sincerely yours,

ORIGINAL CELTICS OF NEW YORK, INC.

Manager

JAF: WHB
"Tracksters Time Themselves by New Invention in Annex."

"Clang! Clang! Great curiosity was aroused in the annex yesterday over a new device, a little wooden box with a bell on it, that rang at intervals.

"When asked what it was all about Coach Jones stated that it was a new pacing machine. It is arranged so that a bell can be timed to ring in from half a second to 100 seconds.

"A machine such as this will be invaluable in teaching runners to judge pace and will save the coach a great deal of time in personally timing a runner. A man running a 60-second quarter mile will set the machine to ring every 20 seconds. Each time he completes one of the three laps of the quarter mile on the indoor track he can check up to see whether he is running ahead or behind schedule.

"This will work just as well for distance runs. If a runner is to do a 12-minute two-mile he will set the machine to ring every 30 seconds, the time required to run each of the 24 laps of the two miles.

"Yesterday many runners were running their favorite events according to a schedule by the new invention.

"When the outdoor season comes Coach Jones intends to establish a timing machine at each of the 220-yard marks and check up on the men in the same way during the outdoor practice. It will be of even greater value on the full quarter-mile track, where it is much harder to judge pace than indoors. The distance is greater before the runner passes the landmark he uses in judging pace.

"Such a machine could hardly be used in a dual conference meet as it would be unfair to the team that had been using it all season.

"Coach Jones has had such an idea in mind for the past two years, but able to put it into practice only this year. He went to several jewelers with his idea but none of them could devise such an instrument. Finally Mr. Romare, the university mechanism, invented the machine, the first of its kind ever to be used by a track coach.

"Coach Jones and Mr. Romare have not yet decided whether or not to patent their invention."

The Florence, (Ala.) Times presents an interesting editorial regarding the value of interest in sport and business:

**Sport**

Your daughter, being of tender years, complains bitterly because she is required to sit in a chair and hurry through the three pages that constitute her lesson in reading.

In your large and tolerant way you endeavor to explain that reading a lesson is no more difficult than reading a fairy tale, and that imagination alone makes the reading objectionable. While explaining you feel very grown up and superior, but how superior are you? What is objectionable about your own job aside from the fact that you must choose between sticking to it and going hungry?

Suppose the business of knocking little balls about a cow pasture paid forty cents an hour and thousands engaged in it to earn their bread. How many then would do it for exercise? The caddy gets exercise, but he gets little thrill with it.

Suppose thousands earned their bread by incasing themselves in pads and endeavoring to ram holes in muscular and padded individuals who crouched in front of them. The thrill of it would be gone and most of us would prefer laying brick.
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6926 Glenwood Ave.
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And suppose the wage scale for batting a little ball across a net were sixty cents an hour, with time and a half for love sets. Would so many thousands exert themselves so enormously for a wage so small?

Professional baseball players make a labor of sport itself and are thereby eliminated as examples; but how many of them would stick if paid no more than grocery clerks are paid and denied flattering publicity?

Wilhelm and Henry Ford saw wood for exercise, and doubtless enjoy it greatly, but who believes that either would enjoy it if hard necessity drove him to it as a means of earning food?

Our present jobs, whatever they may be, would be much less tiresome if we had undertaken them to escape boredom or keep our muscles flexible and needed no other reward for our efforts.

The little girl's aversion to a lesson merely because it is a lesson may be amusing, but she functions much as her elders do.

—Baltimore Sun.

The New York City Post through its editorial columns has recently drawn a comparison between the success in sport and the success in business. This editorial is as follows:

"The world of sport not infrequently points a moral to the sphere of successful business. In the Army-Navy game all the scoring was done by one stalwart cadet, who kicked four field goals. Such skill as he evinced is not fortuitous—the cheers of his mates on the sidelines could not have nerved him to the feat if he had not prepared in long, hard sessions of practice to do one thing well. Earlier in the football season "Red" Grange of Illinois made four touchdowns in twelve minutes against Michigan. His almost super-human strength is ascribed to the fact that last summer he worked as iceman, carrying heavy blocks, so that later the superincumbent forms of football players 'came natural' as he shouldered his way down the gridiron. Often in business or in sport men are envied or reviled for their good luck by others who do not know what pains they took to prepare or what patience they showed before the triumph came."

The Boston, Mass. Post compares the popularity of football with that of baseball in the following editorial:

**Football vs. Baseball**

"Now that another football season has come and gone, the usual cry will again be heard that 'this was the greatest season in football history, and football, not baseball, is now "the great American pastime."'

"The first part of that statement is probably correct. Never have there been such crowds. Never has there been such a clamor for tickets. Never before have there been so many splendid teams in every section of the country, and perhaps never before has a single season produced so many great stars and great coaches. But the last part of the statement is debatable.

"From the mere crowd angle, football probably wins in a walk. More people see football all over the nation in a single November, Saturday than an average week of baseball will draw on all the summer-time diamonds. For the purpose of this comparison all your high-school games could be set against your minor league diamonds, while the big college contests, with their fifties of thousands, would swamp the major league turnstiles.

"But there is one major phase where baseball's leadership is
completely unchallenged. That is the matter of sustained interest, and football, from the very nature of the game, can never presume to outdo it. The baseball season holds its followers in ranks from early spring training until the World’s Series in the fall. Football, a much fiercer flame, burns itself out in three short months, and the reason lies in the comparative pressure of the games.

“In football everything is staked on a certain effort on a certain day. If disaster is forthcoming, the sting of that disaster must be felt for an entire year. The beaten team and its dejected supporters can’t say, ‘Oh well, tomorrow’s another day. Our best pitcher’s had a three-day rest and our batters can’t stay in this slump forever.’ It is everything or nothing in a football game, and one defeat mars the schedule irreparably.

“Football like a great flaming comet, blazes across the autumnal sky in color and grandeur and beauty. But like the comet, it consumes itself, and is snuffed out over a week-end. Baseball plods along more mundanely, sometimes with a less spectacular trajectory, but it holds its path and the crowds that love it for eight months of training and playing, and four months of winter-time argument.”

It is stimulating to read the editorial taken from the Lead, S. D. Call which was inspired by the football game played last fall between the Watertown and Sioux Falls Football Teams. The editorial referred to is here presented to Journal readers.

Good Sportsmanship

Watertown and Sioux Falls high school football teams recently clashed to determine the championship for the eastern part of the state. It was evi-
dently a great game, testing the mettle and real sportsmanship of the individual members of each team. Watertown lost and Public Opinion was prompted to give the following editorial, which should be read by every follower of the great outdoor sport, whether fan, player or coach. It follows:

"Admitting there is disappointment, there is also satisfaction in the outcome of the Watertown-Sioux Falls high school football game at Sioux Falls Thursday. No one, striving for victory, likes defeat. Yet, defeat, honorably encountered, bears good fruit, and there is, often times, more vital value in the drab menu following a loss than in the festive feast following a success. Here it is that mind makes the man, and the Watertown boys who lost, as well as the Sioux Falls boys who won, can go to reap the respective benefits of the struggle only if they come into the correct mental attitude toward the result as each is especially affected.

"The Watertown boys made their preparation earnestly yet confidently. They worked hard. They knew they had to struggle to win but they believed they could win. Then came the game, and the loss. The jewel of a state title slipped from their grasp. It was a disappointment—a keen disappointment—but here, if we may be pardoned the expression of a bit of pride, 'our boys' proved that it will take more than one defeat to make of them a beaten team. There was no whimpering, no 'alibiing,' only 'a stiff upper lip,' and a determination to try again, next year—just a little harder.

"And so, in this loss, there is profit, an abundance of material on which to build stronger than ever. Hope is not shattered, merely deferred. So feels the team; so feels its supporters, who include everyone in Watertown.

"All of which is good sportsmanship. High school football in South Dakota apparently affords sport of the best and cleanest kind. It is free from every taint which now and then, affects university and college football. Merit, ability, is the sole yardstick. Rivalry is keen, but friendly. The losers, as a rule, are good losers.

"That is why the game pays—pays in the building of superior character, in the inculcation of honesty, fairness and self reliance. The dividends from a fair defeat are just as valuable as those from a victory. When we have learned to take our losses with good grace, when we have demonstrated we know how to be good losers, we have added materially to the equipment necessary to successful coping with the problems of mature years."

Recently an article in the November Forum charged that since football pays large dividends the sport has become commercialized. An editorial writer in the Dayton, Ohio Herald presents the following reaction to this charge:

Reforming College

Writing in November Forum, Robert Kilburn charges that college football has become "an organized commercial spectacle in all essentials as professional as big league baseball." This is a broad indictment of a popular sport. It will not convict it in the minds of the majority of the people who love the sport and follow it with enthusiasm.

They will not deny that some reforms are needed to preserve its purely amateur status. But that the whole sport is commer-
cialized and professionalized while it is being held out as amateur does not follow. We will refuse to believe that the "national curse of commercialism has laid a heavy hand on it."

Kilburn says: "If the individual player receives no money, the athletic treasury receives a great deal. Even after paying a dozen professional coaches and heavy incidental expenses, there is a handsome profit left."

"Doubtless there is. But football is the staff of life to every other college game and sport with the possible exception of baseball. It supports the athletic activities which yield no profit but which usually cause losses. It permits schools to maintain teams and strive for athletic supremacy in games and sports which do not have a wide popular appeal. All these games come out of the profits of the ever-popular football.

"It would be well to bear these facts in mind when the game is 'reformed.' If football is to be crippled and hamstrung the extent of its injuries will be felt through every other college athletic endeavor. It is the goose which lays the golden eggs and should not be killed either because it is a goose or to prevent its laying golden eggs.

Question: When should track men start training?

Answer: It is usually desirable for track men who have not been in training in the fall to start as soon as possible after the holidays. The training at first should not be strenuous, but the man who extends his training over several months will do better than the one who tries to get in condition in a few weeks.
times when other shots are just as fast and are not easily guarded. Some men who are good natural shots never get the "feel" with the push shot and vice-versa. Again I have known players who were equally proficient with either shot, who, if they were not "hitting them" with one style, would start shooting the other way with good results. Every man should learn to shoot two or three different ways and adopt the style that feels most natural.

Regardless of the type of shot that a man uses when he is ten to twenty-five feet from the basket, there are faults that the coach must look out for such as poor balance; bending over instead of keeping erect; poor handling of the ball—gripping it too hard instead of handling it lightly with the fingers and thumbs comfortably spread; holding the ball too far from the body or when holding it fairly close to the body spreading the elbows and "vising" with the hands; when taking a shot on the run making a broad jump instead of making a retarding jump and relaxing; not using the arms enough and "following through"; not locating the basket and concentrating the gaze upon it but throwing in a general direction; and last not throwing high enough.

The first part of the year it is well to have the men practice shooting from given spots taking their time and watching the details carefully. This develops accuracy and judgment of distance. Gradually speed them up in their shooting but insist upon deliberate shooting. Follow this by having them receive the ball on the move and insist that the men keep in mind their faults while they are executing their shots. As soon as they have developed fair accuracy then start your goal practice by giving the men practice in which you use the offense play around the basket. Just banging away at the basket in a haphazard way is mighty poor goal practice.

There are several ways of throwing goals and it is impossible to describe all of them in the space allotted for this article. but I would like to go on record as saying that I believe that with a little more thought and time spent upon goal throwing and by giving more latitude in the manner the throw may be made, that is by studying each individual and trying to develop his natural way of shooting, there would be a big improvement in goal throwing in general.

The Five Man Defense
(Continued from page 6)

and this player changing his tactics darts in, intercepts a pass and dribbles in for a basket. He is practically sure of an unmolested shot because the offensive team are all moving toward their own basket. There is no doubt that the offensive players get careless, especially in that section of the floor around their opponent's basket and pass the ball across the floor without coming to meet it.

There is another way of setting a five-man defense which has proved very effective, especially if the ceiling is low. That is to place the five men across the floor in a straight line as shown by diagram six. These men are each assigned a certain player to cover and they pick their man up very quickly and stay with him until their team assumes the offensive.

With a high ceiling the team on offense will meet this defense by taking long shots and playing the rebound if the shots miss.
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Basketball Officiating

(Continued from page 7)

for any players other than the free thrower, violating the restrictions regarding the entrance to the free throwing lane. The referee must watch the free thrower, count ten and then watch the ball.

On calling a double dribble at some distance away from the play, an official must be absolutely sure the ball was not touched by an opponent in a reverse. Often the apparent double dribble is just touched by the hands or person and only an official close to the play or with an unobstructed view, is in a position to see clearly if a violation has been committed.

When the ball is tossed up at center, the referee must watch the opposing centers to see that they get away in a legitimate jump, and then he should get out of the way. The umpire should take a position at one end of the court so that the whole playing court is in his vision.

On an out-of-bounds when time is taken out, the referee should hold the ball, ask the opposing captains if they are ready, and then hand the side out-of-bounds the ball. The referee must watch closely the outside-man and his opponent. The umpire must go as close as he can to the play, but have in his vision the remainder of the players.

When time out is called, each official should take charge of a group of players and see no violations occur. The officials also should tend to the wants of the players regarding drinking water, tape or a trainer's attendance.

The officials should at all times strive to speed up the game and to see that each player has a fair chance to do his best.
The Care of the Feet in Basketball

(Continued from page 20)

... and one-half lanolin, is

good.

When the swelling and sore-

ness have begun to abate so that
the ankle can be moved some-
what, the role of the Gibney

bandage begins. Tape the ankle

exactly as described and then

have a heavy woolen sock worn

over the taping and a high shoe

which is laced quite tightly.

Then with the aid of a cane, if

needed, the boy should walk to

classes. The active use of the

ankle, safeguarded as it is against

lateral flexion by the taping, will

result in an earlier cure than if

the boy remains completely off

his feet. Ankles treated by tape

support and active, guarded move-

ment, return more completely to

normal, I believe, than do those

treated by complete rest. Active

movement is a most important

factor as was demonstrated con-

clusively in the treatment of war

injuries. It gives better results

than does complete rest and pas-

sive movement in the treatment

of certain selected joint injuries.

With the bandage in place, ac-

tive movement of the taped ankle

even though slight, will quickly

result in the reduction of the

swelling. The tape also will

stretch somewhat and be pulled

from its points of attachment—

it "creeps." Reduction of the

swelling and creeping of the tape

allow the bandage to become

loose in two or at most, three

days. It then should be reapplied.

When the old bandage is re-

moved, heat and rub the ankle or

soak it in hot water. An alcohol

rub is advisable to keep the skin

of the ankle in good condition.

Often one sees boys who are half

raw from repeated tapings. If

the ankle is to be taped for any

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length of time it is well to use precautions in the removal of the adhesive. Removal is aided by first mopping the tape with gasoline or ether. The skin should be kept well shaved.

For slighter injuries, rest in bed, cold compresses, the heat and massage program may be modified or even dispensed with. Most sprains we see in basketball require only the Gibney bandage. The deciding point, usually, is the amount of swelling.

A last precaution to advise is to examine carefully for evidences of fracture. X-ray occasionally reveals a supposed severe sprain to be a fracture as well. Go over the lower end of the outer bone of the leg very thoroughly with the fingers, for it is so close to the surface that fracture can often be determined without special skill. The larger schools with ample facilities, usually X-ray, all severe sprains to eliminate the possibility of a chipping or slight crackling of a bone. This is a wise precautionary measure, but unfortunately too costly to be employed by all.

Long Training Season

The precautionary measure of the greatest importance of all from the standpoint of proper preparation of the feet and of other structures for severe athletics, is to begin the season so early that there is ample time for the gradual development of good physical condition. A long training season permits of the gradual acquisition of strength and suppleness. The muscles and ligaments, the structures of the joints, and what is of essential importance, the heart and circulatory apparatus, are all strengthened and made more fit to sustain the greatly increased burden that participation in competitive athletics entails, by exercise which is at first mild, then moderate and finally severe in character. We are not discussing the heart and the effects of exercise upon it. Therefore, it is sufficient to say that this organ in particular, requires to be trained gradually for the task of competition. The advocates of a short basketball season surely are not giving sufficient thought to the possibilities for harm that such entails. A long season is productive of much better individual and team play than is a short season, a matter which after all, is not important to educators. The long season, however, is also productive of far better physical condition than the short season and results in comparative freedom from the evil possibilities of strain, matters which are of considerable importance to educators and to everyone involved. An ideal season is one in which the athlete is carried along progressively from mild to severe exercise over six or eight weeks of preliminary practice. Three days of rest should intervene between practice days at first and gradually a lesser number. No actual games should be engaged in until this “building up” preliminary period has been completed.

This, of course, is hardly possible when men play both football and basketball, but that does not alter the desirability of the long preliminary season. Foot strain, “pulled tendons,” “creaky joints” and many other evidences of improper methods are practically eliminated by the cautions so far suggested.

Warming Up

A precaution carefully observed by most track men, is the preliminary warm-up. It is as generally neglected by basketball players.
The need for the “warm up” is fully as great for basketball men as for runners. Basketball is essentially a dash event in which the runs are interspersed with sudden stops, turns and jumps. It, moreover, is a winter game, in which men engage after a pretty thorough chilling out-of-doors, on their way to the gym; therefore the possibility of muscle and tendon strain is certainly great. Every practice period should be begun by a warming up jog up and down the floor or by some slow deep knee flexions and kicking exercises.

I shall sum up by suggesting that it is far more profitable for the coach to give part of his attention to the details of keeping all his men physically available for play, than to spend time on preparing substitutes to replace those lost through avoidable injuries.
Ailments of Basketball
(Continued from page 17)
many patrons before the game starts.

When in a fiercely contested game, which play after play travels with such unchecked swiftness, decisions must come equally as fast. This fact always carries its chance for the best of officials to err.

Spectators must awaken to the difficulties confronting referees in games; and, however, disheartening a break may be on account of any official's error, they must learn to make allowances and to accept the chances that the game may bring. The game and the sport that it brings is the thing worth while, and not the winning—especially, at the sacrifice of one's sportsmanship.

The coach or the director of the home team is, to a great extent, responsible for the crowd's courtesy to the officials. If discourtesies are forced upon the official, the least the coach can do is to ask that the game be halted and then to take the floor in defense of sportsmanship.

The coach in such a position should inform the crowd that this referee was selected to run the game, by men who believed in his competency and fairness; furthermore, that his decisions must be accepted as coming from a man whose courage and judgment entitle him to the respect and the courtesy becoming a college audience.

It would be needless to discuss the possibility of the unfairness of a seasoned official. He has spent years in building his reputation of honesty and efficiency. It would be foreign to all processes of logical reasoning to think that he, by one false act, would tear down what he had been so long in building.

Coaches, who find it hard to believe in the integrity of officials and who, on this account, find it especially difficult to select them, would do well to work a few games themselves; and, by doing so, strengthen their faith in the official's honesty of purpose.

Still another grave danger to the game is the playing of the college games in convention halls, coliseums, and large auditoriums—away from the college environment. A certain following of spectators that generally supports prize fighting and professional games of all kinds is attracted to such games when they are staged on strange courts; and such spectators add neither college character nor dignity to the contests.

The officials in charge should exercise great care to see that the academic atmosphere of the game is not lost. College men are not accustomed to the cheap bantering and slighting remarks of a heterogeneous audience, who treats the boys as things and not as college men. These college men play the game for the love of it, and not for a meal ticket.

Field houses are being constructed on many university campuses which will enable the schools to care for the maximum crowds and at the same time to control the quality of their patrons. To safeguard college athletics as well as college traditions, it is essential that the games be played on college grounds.

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BY

E. J. MATHER

Mr. Mather graduated from Lake Forest University where for four years he was a member of the football, baseball and basketball teams. He coached at Kalamazoo College and from there went to the University of Michigan where he is head basketball coach and assistant in football. Under Mr. Mather's coaching the University of Michigan basketball team has each year been a championship contender.—EDITOR'S NOTE.

There are a great many different styles of passing used in basketball. A team to win games must be able to handle the ball properly. The first essential is to work along the lines which will teach the handling of a ball.

First, to teach the player to catch the ball properly and to keep him from fumbling, he must be warned not to take his eyes off the ball momentarily; he must be told to keep his fingers spread when catching the ball and his hands in a funnel shape; he should not be tense when the ball hits his hands, he should give a trifle with the ball just as a catcher does in handling a baseball. Furthermore, he should be cautioned not to leave the floor in taking a pass unless it is one that can not be handled otherwise. A great many players have the bad habit of jumping in the air to receive the ball.

Second, in the passing end of the game, a ball should never be passed so that it will come to a team mate head high, because if it does, the player will have his hands in front of his face and his sight will be obstructed and there will be a shifting of the head which will take the eye away from the ball. Neither should the ball be passed to a man so low that he can not handle it. The best place for a pass to be made is between the waist and shoulders and by constant work this may be accomplished. Bad passing has lost many games. Of course, if the style of play demands a high pass to a man staying back under his own basket, that style of passing and handling the ball should be worked on a great deal.

Some suggestions for teaching a squad how to handle the passing and the catching end of the game are as follows: line the men up on each side of the floor, the same number on each side, as shown in diagram I. There may be some confusion at first and some bumping but each man knows to whom he is passing and to whom the man is passing who receives the ball from him. Consequently, he can plan his course across the floor, so there need not be a collision. If he goes be-
hind the man to whom he passes, there is little danger of a bump. When the squad has mastered the single pass in this formation, the men can add the double pass or return pass which is an excellent pass to use in a game. See diagram II. From this formation also a pivot may be added. As closer together, in fact so close that they are only about three feet apart. As the ball is started at one end of the line, let the player with the ball step toward the man who is going to receive the ball and place it in his hands, who will then do the same with his partner. It is surprising how

the player gets the ball, he pivots before he passes to his team mate across the floor. Especial attention should be paid to the pivot so that the players will not travel with the ball; they should be taught to make their pivot very quickly as a slow movement is not effective.

The two lines may be moved much fumbling occurs until the squad has worked at this style of play. This short passing is excellent for co-ordination of the hand and eye. When it works right, the ball advances down the center of the lane very rapidly. The players become keenly interested in seeing how long they can keep going without fumbling.

Diagram 1

Diagram 2
If there are a number of players on the squad who need more work than others, place them in the second place from each end because the players in this position have to double up on the passing. Practically all of this passing is the two handed, underhand pass.

The style of passing previously mentioned has been more concerned with the individual. Group passing or combination work is used by some coaches to advance the ball toward their own basket, while others use it merely to get the men proficient in handling the ball. See diagram III. All plays start with the center man under the opponent's basket, with the guards to his right and left and the forwards at the other end of the floor. The plays may be numbered odd and even, for example, the plays that start to the center's right are odd, and the plays to his left are even, no matter which way the center is facing. When the ball is worked down the floor the forwards change ends.

In diagram III play Number one, the center passes to the right guard, the right guard passes to the left guard, the left guard passes across to the right forward who has come out to meet the pass; he pivots and passes to the left forward who has come up the side line and turned and started back toward the basket; the left forward receives the pass going in toward the basket, so
that he will not be under the basket when he makes the pass. In the meantime, the center and the two guards have advanced down the floor and are in a position to start another play, the forwards running to the other end of the floor. Play number two is just the reverse of number one.

Play number three. The center passes to the right guard who passes back to the center; the center passes to the left guard who passes to the right forward; he in turn, passes to the center coming in for a straight shot. Play number four is the reverse of number three. The center gets two shots while the other men get only one. The idle forward follows the same course as he did in play one and two.

Diagram 5

PLAY No. 5
PLAY No. 6, REVERSE.

Play number five. The center passes to the right guard, who passes to the left guard. He in turn passes to the right forward who feeds the ball to the right guard coming in for a shot.

Play number six is the reverse of number five. Any number of combinations may be worked from this formation and practically all styles of passing be used.

One of the best ways to teach the use of a pivot is as follows: pair the men off and give each pair a ball. Let one man take the ball about four or five feet away from his teammate, facing him; the player then rolls the ball on the floor very swiftly to the other man, who scoops the ball up. The first man, as he releases the ball, runs toward the receiver who must pivot to clear himself. This gives each man practice, one for foot work and one in guarding. Furthermore, it makes a pivot become second nature to the players and they will use this style of foot work automatically in their scrimmages and games.

When these men are working in pairs, instead of rolling the ball they may pass it and the passer may rush toward the receiver; in order for the receiver to clear himself, he must pivot or feint and start a dribble. To make the pivot, if the receiver of the ball desires to pivot toward the right, he turns on the ball of his right foot and uses his left foot for the push off. The player has his back to the defensive player with his body protecting the ball. Consequently, when the player starts a dribble, if he dribbles with his outside hand or the hand nearest the sideline, the defensive player has to work across the body of the offensive man to get at the ball.

(Continued on page 58)
FLOOR PLAYS FOR ATTACKING A SET, FIVE-MAN DEFENSE

BY
DR. WALTER E. MEANWELL
University of Wisconsin

In the September Journal Dr. Meanwell's article on the Changes in the Basketball Rules appeared. The series of articles on the Care of the Feet began in the November issue and was completed in the January Journal. Dr. Meanwell has promised to write an article on Tournaments for the March Journal.—Editor's Note.

There are numerous plays which will penetrate a five-man, two line defense, if reasonably well executed. I have employed many in my past twelve seasons of coaching in the Conferences, but none have given me such consistently successful results as has the criss-cross, pivot-pass, or dribble, offense—if such a descriptive title can be applied to it.

This short pass style of play demands certain qualities and characteristics in the players attempting it. Unless they possess these, they will never become skilled enough to successfully operate the attack through a five-man defense. For instance, the players must have good physical powers and endurance, must be able to stand hard play, must be good defensively, must be fairly fast and accurate with the pass, and, above all, MUST NOT FUMBLE. A short pass team that fumbles is a beaten team.

Because of the desirability of changing the style of attack, either occasionally during a game or even during some part of a season, and especially when a shift to a longer passing attack is rendered necessary by the inability of the men to handle the ball well in the short pass style, a set of comparatively long pass plays that will work should be practiced. The following plays employ a moderate length pass, the ball thrown high, and usually batted or slapped, instead of being passed. The plays are adapted to tall, rangy players rather than to short, thickset men, and will work well against a set, five-man, defense.

When the ball is regained in

![Diagram 1](image-url)
the backfield it is passed to a
good dribbling guard 4, who ad-
vances K up the floor close to the
front line of the opponent's five-
man defense. In the meantime,
both forwards and the center,
1, 2 and 3, go up the floor about
midway between the front and
rear lines of defense, 1H, 2H
and 3M.

The forwards, 1 and 2, hold
themselves ready to cut in J from
points H toward the midline. The
center 3 goes straight up the floor
past the opposing center X3 and
endeavors to draw him back on
defense.

The floor guard 4, with the ball,
dribbles, K, straight up the floor,
going on through the position left
vacant by the retreating opponent
center, X3. Frequently, he can
advance through the center area
to a good shooting position if X3
drops back to cover the offensive
center, 3.

If X3 stands his ground and so
blocks 4's progress through the
center, the guard prepares to pass
following a pivot, or he may
bounce the ball forward, or most
frequently, he floats a high arched
pass forward. Just as the guard
passes the ball, A, his forwards,
1 and 2, cut in J from points H
toward the pass, which may be
thrown from 4, either to the right
or to the left side.

If the ball goes, A, to 2 at point
J, the opposite forward, 1, cuts
towards goal P; 2 then bats the
ball high to 3 at M, or diagonally
across the floor, Q to 1, near the
goal; 2 then cuts to the goal and
may receive a return pass from
3 or 1.

If 3 receives the batted pass
from the forward, 2, from point J,
he may shoot, dribble in, or may
bat a pass obliquely forward, C, to
1 or 2, cutting to the goal.

As outlined 4 passes to either
side to 1 or 2 and the pass then
goes to the center at M. If 1 and
2 are covered 4 bounces the ball
or floats a push pass to 3 at M.
When this is done 1 and 2 cut P
to the goal from points J. Lastly,
4 may dribble on straight through
center, in which case 1 and 2 cut
to the goal to receive a pass from
4 when his progress is stopped,
which is usually about the foul
circle; 4 shoots when stopped or
passes—usually with a bounce.
The possibilities of the play are
many and it forms a versatile type
of floor attack, well adapted to
tall, fast moving men.

**Pivot and Pass Play to Penetrate
a Five-Man Defense**

Occasionally a team needs a
play which will carry them
through the first line of a five-man
defense far enough to enable a
long shot to be gotten off without
interference and which then
leaves four offensive men facing
the goal and in position for a hard
drive in for the rebound. Such a
play is especially useful when a
team is behind in the closing min-
utes of the game.

The ball is regained in the
backfield and passed to the fast
guard, 4, who dribbles up K
slowly while the forwards, 1 and
2, advance rapidly up the court
and pass through the defensive
positions held by 1 and 2 with the
intent to draw the latter players
back with them. The center, 3,
going up more slowly is but a few
feet in advance of the dribbling
guard, 4, when 3 reaches his
opponent, X3; 3 then stops, re-
ceives the pass from 4 and then
pivots into X3 to the right, C, or
left, D; 4 drives hard up the floor,
E or F, following his pass A to 3
and receives the pass back again
as 3 pivots into X3. This moment-
tarily blocks X3 out and permits
4 to go on past him with a fast
dribble, P, through the open posi-
tions X1, or X2 in the front line.
If X1 and X2 hold their ground
and do not drop back then 4 must,
bounce pass through them imme-
diately on receipt of the pivot pass from 3, for 1 and 2 located several feet back of their respective front line opponents at 1A and 2A, if the latter stand fast, and can be reached by a bounce pass.

Usually the corner defense men retreat somewhat—enough for the guard to carry the ball through into good position for a long shot, J. The center and both forwards drive in for the rebound 1B, 2B and 3B, each in his own territory, and the guard, 4, follows his shot as the fourth man in, 4B.

Stalling and the Delayed Offense

The play last suggested was primarily for the use of a team which needed to penetrate a five-man defense far enough to secure a clear, middle distance shot, with a four man “follow-up” for the rebound. Although it could be used at any stage of the game it was primarily a play for a team which had to take chances and for which the conservative type of game would consume too much time.

This play now suggested is for an exactly opposite situation, in that, with the time nearly up, a team is a few points ahead and has possession of the ball. If the lead is sufficient to ensure comparative safety, the possessors of the ball should carry it through their opponents with a vigorous offense. If, however, loss of the ball might enable the trailing team to tie or win with a lucky shot, the leading team should retain possession of the ball and not risk its loss by any of the ordinary measures of offense.

There is nothing unsportsmanlike for the leading team to hold the ball in its own backfield. Neither is it unsportsmanlike to decline to risk possession of the ball in any unnecessary attack on an established defense. If points are needed to win, then smash into the defense regardless of consequences; but if the team is ahead by a close margin, such a course betokens lack of athletic sense. Methods, plays and technique are devised for the purpose of winning contests legitimately, and throughout all of these the employment of strategy is empha-
BASKETBALL

BY

JAMES ASHMORE

Mr. Ashmore was a famous athlete at the University of Illinois in the early nineteen hundreds. Since leaving Illinois he has coached at Millikin University, the University of Colorado, the University of Iowa and DePauw University. He has consented to edit a section in the Journal devoted to baseball and basketball. If Journal readers have questions regarding any phase of these two games they are urged to write Mr. Ashmore. Your name will not be used in connection with the question or answer. —

EDITOR'S NOTE.

At this time of the year basketball coaches are interested in knowing what will be the trend in basketball coaching and tactics this season. The writer has seen only two major games so far, but is pleased to relate his impression of the style of game played by two of these four middle-western teams.

The Chicago-Illinois basketball game at Bartlett Gymnasium on January tenth did not disclose any tactics that were new nor show any evidence that we are to see any departure from the methods of 1924. It was one of the early conference games, and disclosed, as early games usually do, rough spots in the work of the individual players on both teams.

Each team showed a distinct style of offense, which probably will stand as the basis for play of each team this season; slight changes will no doubt be made from time to time as scouting of future opponents indicates to the coaches that such changes may prove more effective after the style of the other team is considered. If the assumption is correct that the two teams showed their basis of attack then their further development will naturally depend upon the improvement of the individual players who fit into the offensive scheme.

The Illinois Offense

Illinois' offense seemed simpler than that used by them last season. The attack was simple and direct without any complication of turns and timing. When the ball was recovered on a rebound the guard dribbled up the center of the court. As the guard neared his defensive opponent one of the forwards took a sharp diagonal cut and received a bounce pass from the guard. The forward dribbled and when checked turned back feeding the other forward or the guard. The man taking the ball was always cutting in fast. On several occasions the attack succeeded in throwing a player open for a shot; at other times the players failed to protect the ball by allowing the opponents to deflect the pass or tie up a player. This may largely be attributed to the fact that the play was forced too much.

The object of the players, after securing the ball, was to get the ball to the running guard, who dribbled forward, working to either side of the defensive center. The forwards took their course down the side lines while the center ran down through the middle of the court. The guard would stop his dribble, bluff to make the defensive center hesitate and when he saw the forward cut through towards the center of the court he made a pass to him. This pass was usually a bounce pass. The forward who received the ball dribbled and watched for an opportunity to pass to the other forward cutting from the opposite side line. These two passes were forward. In case the first forward deemed it unsafe to
pass to the second forward, he delivered the ball back to the guard, who had worked himself to a position outside, thus allowing him a cut diagonally towards the foul circle. The guard continued on in to the goal if the way were clear; if not clear he passed to the center, cutting from the side line towards the goal.

Observations: This offense contained several good features. First it allowed the players to work to their allotted positions as the guard was dribbling; then came a fast break, which might be termed a change of pace, for the first pass. The attack was forward with turns and back passes only when the proximity of the end line made backward passes necessary.

The distribution of the players deserves a word. There was no bunching of the offensive men. The forward who received the first pass was cutting diagonally towards the opposite forward. The second forward timed his cut and went toward the opposite side of the court. The guard followed the ball, keeping behind it, and thus always being available to receive a pass when a team mate was pressed by the defense. Coaches are familiar with the difficulty of preventing the bunching of offensive players near the goal. Or, to say it another way, every coach knows the difficulty of teaching players to time their cuts so as to avoid bunching, or, what is worse, running themselves out of plays. For example, in the offense described in diagram one had forward $X^2$ cut at the same time as forward $X^1$ he would be running himself out of a possible pass from $X^1$. The chances are he would then turn back and cut to the side he had just left, about the time the center $X^3$ took his cut. Then we would have three offensive men in the right hand corner section of the court. This description indicates a running out of the play and a bunching of offensive men.

The Chicago Offense

Chicago employed the same style of offense used last season. It consisted of a dribble, a turn-back with a player cutting behind for a pass who went on with a dribble and when checked he in turn did a reverse. This was varied by a pass at the end of the dribble to the men cutting from the opposite side line to the goal. Progress was made towards the

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Diagram 1

In this diagram $X^1$ indicates the L. F., $X^2$ the R. F., $X^3$ the C., $X^4$ the L. G., $X^5$ the R. G.

This diagram shows guard $X^4$ advancing by a dribble. He passes to forward $X^3$, who in turn dribbles and then passes to forward $X^2$, who makes a pass to center $X^1$. If the center is covered $X^4$ passes back to guard $X^5$.
goal by diagonal dribbles, each pass going backward. As the offense neared the goal, a cut with a dribble to throw the player in the open was used from where the player took a long shot. The follow-in is important with this method, but the men did not con-

sistently follow-in perhaps because the game was so early in the season.

Dr. Allen in an article in the Athletic Journal made an appeal for a nomenclature for our game of basketball. The writer is badly in need of a term to describe an element of this game at this point. The outstanding characteristics of the game under discussion was that players of both teams constantly forced the play. For lack of a better or more dignified term let us call this "Bulling the Game" By this it is meant that the players attempted to drive by their opponents with a dribble, and thus carried into their opponents constantly where better results would have come from avoiding opponents. We are now referring to plays where the player might take his option. A noticeable indication of the forcing or bulling of the play showed in tip plays at center. The Chicago team was distributed in box formation, with the forwards one on either side and slightly back of their own center, while the Illinois formation was similar except the forwards were slightly in advance of their center. This placed the four forward players of the two teams in the same territory. In the early part of the game, Chicago secured the ball a large part of the time, perhaps because both centers were attempting to play the tip towards the Illinois goal. When an Illinois forward did take the tip-off he consistently attempted to drive towards his own goal, regardless of the fact that an opponent was blocking that path. That is an example of forcing the play. It would have opened up the play had the forward when he met opposition in the goalward direction turned and delivered the ball to his guard who was free and directly back of him.

These forcing plays were constantly in evidence during the game and were the direct result of a needless loss of the ball many times in the game. This too
aggressive style caused the players to attempt passes when the receiver was too closely covered and hence the interceptions. The game was typically an Illinois-Chicago contest. Spirited competition maintained throughout the game and this together with the traditional rivalry, accounted for some of the play that was too aggressive to make for the best basketball. Even the shooting suffered because of this too aggressive type of play in that shots were hurried when the player might have safely been more deliberate.

The game indicates, too, that a team may easily lose its advantage at the tip-off by continuing to use plays that are not succeeding. It was stated that Chicago secured the ball in the early

(Continued on page 47)
WHERE ATHLETES ARE DEVELOPED

The athletes of today are being developed in the schools and colleges. This does not mean as some would have us believe that the school and college coaches are only training a few supermen. It means rather that the educational institutions are providing playgrounds, gymnasiums and instructors for large numbers of boys and girls. Quite naturally where thousands of boys compete in games under the guidance and instruction of trained coaches the champions will come to the front.

In another section of the Journal under the heading “Chats with Coaches” will be found a tabulated statement of the part school and college men played in the last Olympics. It is significant that of the two hundred and fifty points won by America in the track and field events, not counting twenty-four points won by teams, only fifteen points were won by men who were not developed in an American High School or College, or in both.

Fred Tootell, the winner of the hammer throw in the Olympic games, was comparatively unknown until John Magee, the Bowdoin College track coach, worked with him patiently and untiringly until Tootell became the greatest hammer thrower in the world. It matters not what honors Tootell may win in the future or under what colors he may compete, the sports world will always give Bowdoin College and Magee the credit for training this great athlete and in making it possible for him to reach his present stage of perfection. Harold Osborne, the winner of the high jump and the Decathlon in the Olympics, entered the University of Illinois an unknown athlete. He began his career by training with the cross-country squad. The University of Illinois provided a gymnasium and an athletic field where he could train and arranged meets and tournaments where he gained experience. Harry Gill for four years watched over this young man, coached him, trained him and turned him out a finished product. Certainly Osborne was developed in an American College.

Baseball is rapidly dying as a small town game for reasons suggested in the January Journal, but baseball is still being played in two-thirds of our High Schools and in the majority of the Colleges.

The reasons why athletics are flourishing in the schools and the colleges are not hard to find. They are these: First, the educational institutions have created departments of physical education and have provided instructors and equipment. Second, the men who are responsible for the administration of athletics in the schools and colleges are men who for
the most part are imbued with the educational ideal. They believe in the utilitarian value of sports and are not conducting them for base or selfish reasons. Consequently, our college games are supported by the best elements of society. Too often sports outside of the educational institutions have fallen into bad hands and consequently have been given a bad name. We need only mention boxing, wrestling, and small town professional baseball. Third, school and college athletics are conducted on an amateur basis. Only amateur sports will enjoy enduring success as viewed from the standpoint of the numbers of participants. In ancient Greece when her athletics became professionalized they died—both Greece and her athletics. Boxing and wrestling—two fine personal combat games—were given a great impetus when their training value was recognized by the United States Army during the last war, but in spite of that the fact that they are preeminently professional has mitigated against their being taken up by comparatively large numbers.

Surely it is evident that our duty consists in seeing to it that our school and college athletics be improved both as to quantity and quality and what is equally important, that more play activities be developed outside the educational institutions and on an amateur basis by responsible persons.

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THE NATIONAL AMATEUR ATHLETIC FEDERATION

Some years ago the Army, the Navy, the Marines, the National Lawn Tennis Association, the Y. M. C. A., the American Legion, the National Collegiate Athletic Association and some ten or twelve other groups formed a union or Federation. These units were all national in scope and were more or less interested in amateur athletics. They believed that more could be accomplished by co-operative effort than could be accomplished if each group labored alone, because it was clear that all of these organizations were attempting to accomplish practically the same thing.

This Federation may be likened to any of our many college conferences. The representatives of the various unit members elected officers and instructed them to administer the affairs of the Federation according to the plans as agreed upon by the unit members.

The directors of the Federation believe that the organizations of the country that are interested in amateur athletics should devote their energies to the task of extending and improving the play activities of America. The revelation that fully fifty per cent of our young men of military age were physically defective demonstrated the need of more adequate physical education throughout the nation. Further it has been pretty generally accepted that there is close correlation between good sportsmanship and good citizenship.

The Federation is now engaged in conducting a study of the scope and content of sport activities in the United States and is committed to the task this year of doing everything possible to develop and safeguard athletics. The school and college coaches should be vitally interested in the work of the Federation which after all is organized to assist them in the work which they are already so splendidly carrying on.
THE ORGANIZATION AND ADMINISTRATION OF WINTER SPORTS

BY

GEORGE W. MARTIN
Director of Winter Sports,
University of Wisconsin

The popularity of winter sports is increasing in the schools and colleges and Mr. Martin's article will prove of value to the Directors of Athletics who are confronted with the problem of providing facilities for winter sports.—EDITOR’S NOTE.

The hockey rink is prepared the same as the artificial rink, only in this case spraying must be done daily. The ice must be very smooth for the puck to slide along without being deflected by small particles of rough ice.

The lighting of the rink for hockey requires the use of strings of electric bulbs all over the rink. Six such strings with five lights on each will offer enough light.

It is a good thing to have the hockey rink indoors if possible. In the first place it will enable the team to practice in all kinds of weather when it might be impossible to play out of doors due to snow. Furthermore it pays to have the rink inside from the standpoint of the spectators. A much larger attendance at games can be expected when the people are somewhat protected from the cold.

The hockey rink should be for the exclusive use of the squad. Other people ought not be allowed to skate on it for they ruin the ice for the game.

A rink on a river or on a lake such as we have at the University of Wisconsin offers many problems every year that are new and sometimes very hard to overcome. Each year the ice is different. Much depends on how it freezes, whether it is rough or smooth, and whether or not it is covered with snow. Some years the ice will be very rough along the shore and the rink will have to be placed far out to have good ice. Cracks are one of the biggest troubles. They open up and make dangerous holes for the skaters. They also allow water to flow up through the ice causing whatever snow has fallen to freeze which then is very difficult to take off. This is especially apt to happen when the snow is piled up in one place. This will cause the ice to sag and form a basin into which water will flow. When this happens during a severe snowstorm and the snow freezes on the ice it may be necessary to move the whole rink to another location. It is often impossible to loosen this snow once it has frozen.

On a lake it is of especial importance to have the rink protected from the winds which sweep the snow into drifts. A snow bank ought to be provided in a case of this sort for it is not possible to keep a rink in shape when the snow drifts in faster than a team can clear it off. After a heavy snow storm the snow may keep drifting for days and the rink must be protected.

The thing to do is to keep the rink clear as the snow falls, not to wait till the storm is over. People like to skate in a snow
storm as well as other times. Furthermore, if the snow is scraped off as it falls it will not accumulate to such an extent that it will be very hard to move it. The best method of removing this snow is of course with a team, or a one-horse scraper.

**Care of Rink**

The surface of the rink on a lake may be kept up as well as any artificial rink by applying a spray. If the rink is close enough to buildings, a garden hose may be connected to a faucet. Often, however, this is not the case. It must also be remembered that a garden hose may freeze up on a cold day if it is too long. If a garden hose can not be connected to a faucet, the water may be obtained directly from the lake by using a force pump and digging a hole in the ice for the intake. With one hundred feet of hose one can work very conveniently on the rink. This hose very nicely fills up the cracks and makes excellent ice for general skating, especially if the spraying is done twice. Before spraying, the ice should be well cleared of snow. For a general skating rink a fairly coarse spray may be used.

The time to spray will depend largely on the weather and on the temperature. It is of no avail to put water on the ice during a snow storm or while it is snowing even lightly. The falling snow will make a rough surface when mixed with the water.

We have obtained best results at the University of Wisconsin in preparing the ice for spraying by having men go over the ice with broad steel snow shovels. A downward pressure must be applied so as to get all possible snow off. A rather coarse spray over the little snow that is left will melt it and then freeze, producing a surface that is quite excellent for general and even fancy skating, but not good enough for ice hockey. On a hockey rink heavy street brooms must be used and then a very fine spray applied.

With the limited amount of help usually found at a public institution it is always a problem how to divide the work. It must be borne in mind that during the early part of the evening and during the afternoon people want to skate so that work must be confined to the night or the morning during week days. Scraping a large rink by hand is a long job which can not be done in a short time. Spraying likewise is a slow process. The best solution to this problem we have found is to rely not entirely on university help, but to use student help at night in cleaning the rink off, and letting the men spray the first thing in the morning. Thick ice is cold enough to freeze a spray even when the snow on the streets is quickly melting. Unless the day is very warm this spray will be frozen by noon so that the rink can be used in the afternoon. Spraying like this is, of course, not possible every day. It may be so cold that the water will freeze in the hose, or it may be too warm, or it may be snowing. Therefore, no opportunity should be missed to spray when conditions are good.

If at some time it is necessary to spray while the rink is being used work should be confined to half of the space, while the people are allowed to skate on the other half. It is very poor policy to keep people off the rink in order to work on it. It is likely to create ill feeling.

Flooding is often resorted to instead of spraying, but there are several disadvantages which make spraying seem more advisable. In the first place a very large stream of water must be used so as to cover the area almost at one time. If not, it is
likely to freeze in ridges and cause uneven ice. On a lake where we find many places on the ice lower than others air pockets are apt to form since the top of the flooded water freezes before the bottom leaving an air pocket. Furthermore, unless water for flooding can be obtained from near shore the apparatus for getting it directly from the lake would have to be rather unwieldy to be easily transported. Small flooding apparatus and pumps are on the market, but they do not produce enough water as a rule.

There is hardly anything that can take the place of running steam on the ice. The only difficulty lies in getting the steam to the place where it is needed. When used it melts the very top of the ice and allows it to freeze again in very good shape. Excellent ice may be procured this way. This method is always a very fast one and it does not require that the surface be cleaned off so carefully as for spraying.

Planing is often resorted to in order to take the place of applying water. There are, however, a few objections to using planes, even though they do the work much more quickly and consequently at less cost. First of all they do not fill the cracks which we find on any natural skating rink. Also, the calks from the horses' shoes cut rather bad holes. In this connection I might mention that if it seems advisable to use a planer without spraying, special calks may be obtained for just this purpose. They prevent the horses from slipping and yet they do not cut large holes in the ice. However, where the ice is sprayed, I can see no use for planing except very occasionally to cut off the surface on very rough spots. The type of planer to use is a small one drawn by one horse. It is not difficult to handle a small planer, and if only one team is on hand the other horse may be put on the snow scraper. In clearing off very large areas, of course, the two-horse scraper may be of greater advantage. However, even many city parks use this one-horse type of planer. Ice is perfectly safe for a team of horses when it is six inches thick. There should be no delay in getting the rink in shape at the earliest possible time.

Toboggan Slides

A long gradual slide is preferable to a steep short one. Even on slides of not more than fifteen degrees a speed of sixty or seventy miles an hour may be obtained. It is a good plan to have the first fifty feet rather steep and then gradually change to a more level grade. The most ideal arrangement when two hills are available is to have two troughs, one beginning where the other ends, as shown in the accompanying diagram. In this way after a ride one walks a little farther and slides down in the opposite direction. It is sometimes advisable to build a wooden scaffolding to give the start. This structure may be made as high as it seems advisable. The only disadvantage of having two slides next to each other is that accidents are more likely to occur, different safety devices must be used and more supervision is necessary.

In preparing the slide the work must be started early in the fall before freezing, or better yet in winter. The trough should be 20 inches wide at the bottom, 30 inches at the top, and at least 18 inches deep. Snow and ice will fill in the first six inches, so that only one foot will remain in the winter. The slide must be laid out perfectly straight and there must be no abrupt changes in the
slopes. Even very gradual bumps will not only cause the occupants of the toboggan to be badly shaken up but may cause the toboggan to leave the trough, and this is likely to lead to very serious accidents. Therefore, one cannot take too great pains in laying out a smooth and deep track.

The sides of the trough may be either of wood, sod, or plain dirt if the digging is done in the fall. The big objection to having plain dirt is that snow or ice will not stick to it and the toboggan going down will scrape against the sides and loosen the dirt. This falls on the track and slows up the toboggans. Wood is likely to splinter and thus cause injuries and besides it is not very good for snow to stick on. The best thing is a good sod, as snow will stick to this fairly well. If at all possible, construct the slide on the north slope of a hill.

During use, a toboggan slide requires very much attention and work. After a snow fall it should be dug out. The bottom has to be constantly kept smooth and free of bumps. After a thaw the slide should be iced and repacked with snow made wet with water. The sides ought to be kept up by application of wet snow. For this purpose a hose with a fine spray may be used. If this is not handy sprinkling cans with hot water will suffice. Hot water must be used so as to avoid freezing of the holes in the can. Applying water to a good foundation of snow will make this foundation last much longer and afford more pleasure because of the greater speed.

To insure safety, a man should be in charge of the slide during the time when it is most used. Especially at night, it is necessary to have supervision. It may be advisable to apply a locking device of some sort when the attendant is not around. This is especially needed where there are many young boys who use the slide. Safety devices such as bells may be used to great advantage. Toboggans are practically noiseless and one coming from the top of the slide can not be heard at the bottom. Therefore, a bell device might prevent
serious accidents. This bell should be very loud and should be rung when a toboggan starts from the top. The parties in each toboggan should ring a bell at the end of the slide. A double system of bells is especially needed when the slide is not lighted up at night, but all slides should be electrically lighted, if it is at all possible.

For absolute safety only two people should be allowed to go down on one toboggan. They should both lie down. In this way the danger of tipping and jumping out of the slide is greatly lessened. However, if this rule were maintained it would deprive many of the sport. The authorities should make a rule of some sort to cover local conditions. At any rate, very long toboggans are the safest. Short toboggans are much more likely to jump and to tip.

The attendant should inspect toboggans for rough edges and protruding nails as the slide may easily be spoiled by the use of poor toboggans. Sleds should not be permitted to go down the slide. Besides being dangerous, they ruin the foundation.

Skiing

A large ski slide is a thing that takes very much care and attention. The group that is interested in skiing may well do the work themselves; in fact it is preferable that they do in order to get the best conditions for jumping. Briefly, so far as location is concerned, a long steep landing is needed. The hill should be facing north if at all possible. A landing of 30 to 35 degrees is good. Where there is much general enthusiasm in the sport it might well pay to erect a small jump for beginners. This jump should be so constructed as to make possible jumps of not over forty feet. Younger boys are very enthusiastic about ski jumping, so that a small slide might have a lot of use in a high school or in a municipality.

Ice Boating

If there is much interest in ice boating it might be well to mark off bad cracks and to lay out a course. Usually the ice boating is best in the spring when weather is rather warm and when snow has melted off the surface of the ice.

Labor and Help

It is not out of place to say something here about the help employed on all this work. It must be remembered that many days it will be impossible to do any work and so if help is hired specifically for this it will often be idle. This must be expected. However, it is necessary to have help constantly on hand as it is never possible to say just when it will be needed. Saturdays and Sundays especially is help needed more than at any other time. The skating rinks ought to be in the very best of condition during the week-end; Friday and Saturday mornings every effort should be made to condition the ice and the toboggan slide.

It is advisable to have two men all of the time and to get additional help as conditions demand it. This is very easy where student help may be called on. It is also necessary to have a team on hand exclusively for the purpose of working on the skating rink.

Classes and Instruction

Although winter sports are very much dependent upon the weather, it is possible and practicable to hold classes for credit in winter sports. Students may be given credit for ice hockey, skating, and skiing. The latter.
LESSON 9

Tactics

1. Forming a body of ranks of fours by successive wheeling.

A simple method of quickly forming a body of front ranks which will eliminate counting off or facing at the corners.

a. Form a long front rank. “Fall in.”

b. “Beginning at the right end one quarter wheel L. (R.) by fours successively—march.” On the command “march” the first four execute a quarter wheel L. (R.) in three steps and a closing step. The rest of class stands at attention. On the first of every succeeding four counts a new rank wheels in successive order until the whole long rank has formed a body of front ranks of fours.

NOTE: The instructor should continue counting until the activity is finished. He may give cues; as, “One, two, three, march” or “One, two, three, next.”

2. Review.


Exercises With Dumbbells

After the class has formed in a body of front ranks in open order, use the same method of getting the hand apparatus as in lesson V. Carry both bells in one hand. Before beginning any exercises, give the command “one bell in each hand—grasp.” Exercises with dumbbells are very similar to free exercises but with a weight in the hands and therefore demand more effort. Maintain a firm grip at all times.


5. Jump to a side-stride stand and swing arms sideward—1. Bend trunk fore—downward,
swing arms upward and then forward between legs—2. (large sweeping movements). Return—3-4. Slow rhythm.
6. To a support lying position in two counts—jump—1, 2. (Jump to a squat stand, bells on floor—1. Stretch backward—2).

Several times in rhythm.
To position in two counts—jump—1, 2.
8. Arms for thrust—bend.

Return—4. (arms are to thrust.) Same R.—5-8.
Arms—lower.
Jump to a close stand (feet together) and swing arms downward clicking bells in front of hips—1. Return—2. Same as count 1 but clicking bells in rear of hips—3. Return—4. Rapid rhythm.

Apparatus
Activity
Development of the straddle vault over the long horse.

Alignment

The squad forms in a front rank at side of the apparatus. There should be enough space for a good run. The pommels are removed and approach is from one end. The neck is at the far end with the mat beyond.
Run and:

1. Jump to a straddle seat on near end. Swing legs backward and push off backward to a stand. Raise legs high on the dismount and arch the back.
2. Jump to a straddle seat in the middle (saddle). Swing legs backward and dismount L. or R. to a stand.
3. Same as 2. but at the far end (neck).
4. Jump to a straddle seat at far end. Swing legs backward to a support lying position (feet together) and straddle vault dismount forward over neck to a stand.
5. Jump to a squat stand on near end. Rise to a stand. Fall forward and immediately straddle vault dismount forward over neck to a stand.
6. Straddle vault. The leap must be high and the hands placed at the far end. The legs should remain together as long as possible.

Increase the difficulty of the execution by:
1. Raising the apparatus.
2. Moving take off backward.
3. Placing objects on the apparatus: such as, medicine ball. Indian Club, or another gymnast.

Game

Chase Ball in a Circle

Form a large circle with double distance between members. Beginning with the leader count off by two's thereby forming two teams. Give a medicine ball to a member of each team at opposite sides of the circle on the command "go," the balls are passed around the circle to the right. Each member of each team must catch and pass his ball. The object of the game is for each team to have their ball catch up to their opponents ball. If the ball is dropped, it must be picked up and continued from the spot where it was dropped.
LESSON 10

Tactics

1. Forming of rank members in ranks of fours.

Changing from flank to flank ranks.

Command; "Form in front passing L. (R.)—March." On the command "March," the first member marches 8 steps in place. The 2, 3, and last members march forward passing along the L. (R.) side of the first and re-form in a flank rank in front of him. The 2nd arrives in four steps, the 3rd in six, and last in eight steps.

2. Combinations of wheeling, marching, and forming in ranks of fours.

From a column of front ranks or front line.

a. 1. Form in front of L.—1-4, 4 steps.
2. Form in front passing L.—1-8, 8 steps.
3. Face L. in 4 marching steps in place—1-4, 4 steps.
Total 16 steps.
Repeat on command or 3 times (4 in all) to original places.
Same right.

From a column of flank ranks or flank line.

a. 1. Form in front passing L.—1-8, 8 steps.
2. Form L. of first—1-4, 4 steps.
3. \(\frac{1}{4}\) wheel L.—1-4, 4 steps.
Total 16 steps.
Repeat on command or 3 times (4 in all) to original places.
Same right.

Free Exercises


Practice 1 and 2 singly and later alternate 1 and 2 left, and 1 and 2 right. Execute in fast rhythm and kick high.

3. Step L. forward and bend arms for thrust—1. (the body weight is completely transferred upon the stepping foot.) Bend upper trunk backward and straighten arms sideward palms up—2. Return—3-4. Same right—5-8. On command only.

4. Hands on hips—place.

5. To a side-stride stand—jump.

Hands—lower.

6. Fall to a squat stand with hands on floor—1. Straddle both legs sideward (keeping hands on floor)—2. Return—3-4.


9. Review the Cut Hop in lesson III.


Apparatus

Activity

Exercises in the upper arm parallel bars, raised shoulder high.
Alignment

Squad forms in a front rank at the side of the apparatus. Mats are placed at each side.

All exercises are preceded by a short run at the end of the bars. Jump with a double take off (on both feet) to an upper arm hang in the middle of the bars and:

1. Swing legs forward and backward several times. Dismount between the bars at the end of the backward swing.

2. Swing legs forward and backward, and, on the next forward swing, straddle both legs in front of hands and rise to a straddle seat. (arms are now straight and support body in rear of legs.) Swing both legs over both bars L. or R. to a stand.

3. Same as 2 but in rear of hands.

4. Same as 2 but swing legs to and outer cross seat L. (see lesson IV) dismount with a rear vault swing R. over both bars to a stand. Same R.

5. Swing legs forward and on the 2nd forward swing, swing legs over head to an upper arm inverted balance hang (hips flexed well and legs straight.) Lower legs forward to
   a. Straddle seat and rear vault dismount.
   b. To an outer cross seat and rear vault dismount.
   c. To an outer oblique seat and rear vault dismount.

6. Same as 5 but execute all exercises with a quick extension of the hips so that the body is quickly raised to a support on hands.

7. Same as 5 but instead of coming to some seat “kippe” to a straight arm support. Rear or front vault dismount.

NOTE: The exercises are all preparatory exercises for the

“kippe” a term to describe the peculiar fundamental activity which brings the gymnasts to the straight arm support from the inverted balance hang on the upper arms. The movement is accomplished by a quick extension of the hips and arching of the body.

Game

Human Burden Relay

Align class in flank ranks of equal numbers at one end of the gymnasium. Draw a starting line in front of each squad. On the command “go,” the first member carries the second on his back to a designated spot at the far end of the floor and returns. The one who was riding will carry number three in the same manner. Number one goes to the rear of the rank and is carried by the last rider. The activity is continued until all have been carried up and back. The squad finishing first wins.

Question: In a Western Conference game, this season, the umpire on a number of occasions, called held ball and tossed the ball up between the players. Heretofore the referee has always tossed the ball to start or resume play. Have the rules been changed so that the umpire is given this duty?

Answer: The rules have not been changed as regards the duties of the referee and umpire in reference to a jump ball. The officials had an understanding on this point. No doubt the referee asked the umpire to handle the jump after held ball when the play occurred near the umpire. It was merely a matter of expediency to speed up the play.

The tendency is more and more toward having the umpire give additional aid to the referee.
The Administration of College Athletics

BY

CHARLES W. KENNEDY

A speech on the Administration of College Athletics delivered by Dr. Charles W. Kennedy, Chairman of the Princeton Board of Athletic Control, in New York on January 30th before the National Collegiate Athletic Association.

GENTLEMEN, may I express to you my appreciation of the honor you do me in permitting me to come here to join in your discussion of the many important problems connected with the administration of college athletics. I do not know of any phase of university life that offers a larger responsibility or a more fruitful field of service than belongs to those who have authority in developing and guiding college sport.

I have no hope that in anything I may say today, any easy solutions or panaceas will be offered for the many problems that confront us. What I should like to suggest is rather a point of view or method of approach to those problems which, I hope, may illuminate and clarify the problems and possibly suggest solutions that may prove tenable and sound.

It is a commonplace that we cannot deal wisely with any system, without a thorough understanding, not merely of the facts we are dealing with, but also of their implications. Now it seems to me that one reason why college athletics have been in the past three or four decades so debated, and debatable, is that those most interested have not in all instances been in agreement as to the significance and purpose of college sports. One approach to the discussion of college athletics has been based on an assumption that we are dealing with a system of physical training. Another approach has been based upon an assumption that college sport is entirely analogous to the informal, spontaneous play in which an individual indulges when he gives a Saturday afternoon, for example, to golf. Both these assumptions seem to me to be, in large part, false.

I think you will agree with me that if college athletics as at present organized rest merely upon the basis of physical education and physical training, we have a very complex and top-heavy system for accomplishing a comparatively simple end. If the object of college sport is solely to keep men in good physical condition, we are taking an extremely expensive and complicated route to reach that end. A gymnasium with chestweights and dumb-bells, a minimum of out-door equipment, and a few instructors, would accomplish that task quite as well and far more simply.

The other assumption that college sport represents the undergraduate's informal and spontaneous love of play somewhat intensified because of the number of men engaged seems to me an equally false assumption. The falsity in this case seems to me to be produced by the presence in college sport of the principle of representation. In intercollegiate competition the individual undergraduate is competing as a representative of the institution.
to which he belongs and this simple fact makes, it seems to me, a world of difference. If you or I make an engagement to play golf or tennis with a friend, we represent nothing but ourselves. If we do not train, if we do not practice, if we violate the code of sportsmanship, our actions reflect upon no one but ourselves. But if with four or five others, we are engaged in a team match to represent our golf club, or our tennis club, against another, there at once enters into our play the principle of representation and this principle is likely to alter the whole nature of our competition. We are likely to feel, and the club is likely to feel, that we are no longer completely free agents, that we are in fact their representatives charged with the responsibility of representing them as well as we possibly can in skill, and in sportsmanship, and that the club has a right to define the degree of skill and the quality of sportsmanship which shall represent it. This subordination of individual freedom to representative responsibility is a factor, it seems to me, of primary importance in any discussion of college sport.

What, then, is this system of college athletics with which we are dealing and what is its true place in the corporate life of a college or an university? I recognize, of course, that it has a value in improving the physique of a growing boy. I recognize that it has a value in affording an outlet for the natural human desire for the playing of games. But the intensity of my faith in college sport is not based on either of these grounds. It is based upon the conviction that college athletics properly supervised and properly developed afford a laboratory training for the development of character such as is not afforded elsewhere in the life of an undergraduate. I am glad to have this opportunity to define my faith: The training of the average undergraduate, as I see it, falls into three phases. First, his mind is being informed and disciplined, and his intellectual powers developed. Second, in addition to intellectual development, qualities of character are being strengthened in him—will, resolution, patience—by his efforts to analyze and solve the problems presented to him day by day in the various fields of study he has chosen. His character is being developed by a struggle against himself, a struggle against his own ineptitude, and inability. But there is, I believe, a third phase of education in which character must be developed and made strong in a growing boy not only by competition against himself, but by competition against others. It is in this field that our whole modern system of college sport plays so important a function. Nothing is more important than that a boy should learn, during the formative years of college, to control and command his own powers, to focus them upon a single end, to mobilize them quickly and completely, and yet to do so with a chivalrous regard for the rights of others and the rules of the game. This is a training, it seems to me, that lies at the heart of all development of an individual toward good and useful citizenship. Now it is possible in the class-room to preach all this to a boy, to show him the need and the importance of it, but it is vital and imperative that he should have something like a laboratory training in carrying out the precepts we give him. College sport furnishes such a laboratory.

In competitive sport it is neces-
sary for a boy to mobilize at a given time and a given place all the skill and intelligence and courage that he possesses; to do this in the face of the most strenuous opposition; to do it with a smile and a cool head; to do it in a spirit of chivalrous sportsmanship that will not permit him to stoop to that which is base and mean in order to win. If any system, gentlemen, that furnishes such a training as this, is not very directly serving an educational purpose, then certainly many of us are in error as to what the ends of education should be in the case of a growing boy.

Now if there is any validity in this point of view that college sport constitutes, and should constitute, an actual department of the life of a college, or university, it carries with it an obvious implication: this is, that the admin-
istration of college sport should be entrusted only to a governing agency that is continuous in time and responsible in character. This implication, of course, points directly to university control of intercollegiate athletics.

I have read and heard the view expressed, and ably expressed, that our whole situation would be bettered if complete control of college sport were restored to the undergraduate. With the spirit in which such a suggestion is made, I have great sympathy. But with the wisdom of the suggestion, I am forced to take issue. True progress in intercollegiate athletics can be attained only by continuity of viewpoint in administration. This continuity furnishes the means by which progress in athletic conditions is conserved from year to year so that little by little we build upon the experience of the past towards sounder development of sport. Now the undergraduate body is not continuous in the sense I have in mind. Every four years furnishes a complete change in its constituent units. Every two years marks a very considerable change. Policies adopted, or agreements entered into, three years ago are likely to be completely unintelligible to an undergraduate of today both as to cause and purpose. The attention of the undergraduate is almost always focused upon the present rather than upon the future, upon the present year, the present contest. The outcome of a given contest is likely to seem to him more important than a question of principle which may be rooted in a long view toward the future.

The agency that administers college athletics must not merely be continuous, but must be responsible to the university in the same sense in which the agencies that govern any other phase of her corporate life are responsible. We must not forget that in the last three or four decades intercollegiate athletics have passed through two stages: an original stage in which control was very largely centered in undergraduate hands, and a subsequent stage in which alumni interest and control were dominant. We must not forget that in both these stages of development there was a lack of responsibility in the guidance of intercollegiate athletics which hindered effective administration and permitted evils of spirit and practice which we are glad to regard as belonging, in large measure, to the past. We must not forget that the whole history of college sport has been one of steady development toward better conditions; and that this movement toward better things has been directly parallel with a movement toward responsible university administration and control of college sport and toward recognition by the University that College athletics constitute a department of university life.

Now it is from this point of view that I have been interested in the problem at Princeton. It seems to me that the most important questions about athletics are two: Where does the control of college athletics center? What are the lines of responsibility which govern the administration of college athletics? Those seem to me to be the two fundamental and really important questions about the whole matter; because if our control is correctly centered, if our athletic system is correctly related to the life of the university as a whole and is governed by the same wisdom and authority that govern other phases of university life, if the lines of responsibility from those
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who are immediately charged with the administration of athletics to those who are ultimately in authority are correctly drawn, then we need not particularly fear to face any of the problems that arise from our present system, provided that the authority that governs and controls that system is right and the lines of responsibility are correctly drawn.

In general today, it seems to me, there are two systems of university control that are being exerted in athletics. One obtains, perhaps, more universally through the West and Middle West than in the East; that is the system by which a department of athletics is set up and a director of athletics who is a member of the faculty, with faculty tenure and faculty salary, is in charge of the department. In institutions where that system has been set up, the old advisory boards of undergraduates and alumni have nearly gone. There is still informal assistance and counsel, but the power rests in the department and in the head of the department.

In the East, in institutions such as the one which I have the honor to represent, we have not yet proceeded to that point; and yet I am not certain but that, in a number of ways, we have established as complete a university control in practice as is represented, perhaps, by the departmental system. I can illustrate what I mean, by outlining the way in which athletics are controlled at the university which I know best.

At Princeton a complete separation is made at the start between all questions of eligibility and all questions of business administration. There are two bodies functioning in parallel relationship: one is the Faculty Committee on Athletics and the other is the Board of Athletic Control. The Faculty Committee on Athletics consists, in Princeton, solely of members of the Faculty. That committee, at present, has a membership of seven men, the eldest in service of whom has been a member of the committee since 1888. That committee has complete and sole authority over any question of eligibility; it has final power to approve or veto the appointment of any coach; it has final power to determine the physical fitness of all men competing for us, (a power exercised, naturally, in consultation with the Department of Hygiene and Physical Education) and it has final power of investigation and action in any question which seems to involve sportsmanship or a question of professionalism, should such arise, in athletics. These are the powers of the Faculty Committee.

The Board of Athletic Control has charge of athletics on the business side; that is, in the making of schedules, the financing of the various sports, the provision for the trips by which the schedule is carried into effect, the care of the athletic equipment, grounds, buildings and so forth; the administration of all funds accruing from athletics; in general, all powers other than those I have outlined as belonging to the faculty committee. The Board of Control consists of thirteen members. The president of the university ex officio, is a full, active and voting member; there are three members of the Board of Trustees of the university; three members of the Faculty of the university who must also be members of the Faculty Committee on Athletics, and elected by that committee as its delegates on the Board of Control; three alumni, elected by the Graduate Council of Princeton to represent them:
In the U. S. District Court for the Eastern Division of the Eastern Judicial District of Missouri the Rawlings Manufacturing Company was sustained in a decision that should end the annoyance caused Rawlings Dealers through letters of warning addressed them in the past by Mr. Frank Haggerty of Chicago. As dealers who received these letters will recall, Mr. Haggerty sought to prevent the sale of Rawlings football pants embodying kidney, spine and hip pads in their construction because of certain patent rights granted him under U. S. letters patent No. 1,229,947, dated January 12, 1917.

After a full hearing the Court dismissed the suit at the cost of said Haggerty and the other plaintiffs in the case. In the opinion ordering the bill dismissed on January 8th, 1925, the court held that Rawlings Football pants embodying kidney, spine and hip pads do not infringe the Haggerty Patent, and that the great weight of evidence is that spine pads, side pads and hip pads extending both above and below the waist line, and hingedly connected together, were made by the defendant (The Rawlings Mfg. Co.) as early as 1914.
and three undergraduates elected by the Undergraduate Athletic Committee to represent them.

You will see how complete is the university control, under this system, over the business organization and the finances of the various sports. You start with seven votes out of thirteen on the Board representing the Trustees and the Faculty, and this Board, it must be remembered, has complete charge of the business administration of our sports, and complete power over competitive athletics with the exception of these powers which I have already spoken of as reserved to the jurisdiction of the Faculty Committee.

Whether one favors the somewhat simpler departmental system of organization of college sport to this possibly more elaborate system is, I should say, a matter of preference; but the thing that interests me is that, here in the East, we have been able to work out of the past history of college sport a system of control that centers final and complete authority over all phases of intercollegiate sport in the hands of the faculty and the trustees of the university. In that, it seems to me, the control and regulation of college sport has moved forward. In the past thirty or forty years we have made enormous progress along these lines. That this system is completely free from defects I would be the last to uphold—I doubt whether any system is ever perfect—but that it represents the correct ideal in the administration of competitive intercollegiate sports I feel certain.

In present day discussions of college athletics two problems are constantly forcing themselves to the front; The problem of the character and responsibility of the coach, and the problem that presents itself in the size of the modern athletic budget. The first of these problems has led to much discussion as to the relative desirability of amateur, professional, or faculty coaches. The second of these problems underlies much of the present day discussion as to the "commercialization" of college athletics. I should like to give as frankly as possible my views on these two problems.

The real question about a college coach, it seems to me, is not this much bedeviled and belabored question as to whether he is an amateur, or a professional coach, or a member of the faculty. The real question is as to his permanence, and his responsibility. The seasonal coach who devotes only a portion of his time to coaching, combining it with some other set of interests outside the university, is to that extent, whatever his merits may otherwise be, a less permanent and less responsible agent of the university. The important question about a coach does not seem to me to be whether he is amateur or whether he is professional, whether he is paid or whether he is not paid. As a matter of fact, so far as my knowledge extends, there are very few purely amateur coaches, seasonal or otherwise, engaged in teaching college sport today. I am inclined to believe that a coach ought to be a professional, in the same sense that any other college teacher is a professional; that he should be engaged on a permanent all year basis, that he should be directly responsible to university authority, and that his salary should be governed by the same law of supply and demand that governs other professions. The development in the past few years of coaching schools at various universities at which young men of
fine character, intelligence, and sportsmanship may receive training for this profession is to my mind a very encouraging and heartening development. I think we may hope to recruit at such schools men of the right character and personality who will fit themselves seriously for the profession of coaching and who will enter our university departments of athletics with a sense of the significance and importance of that field of university life.

The real questions, therefore, as to the college coach, of which there are four, seem to me to be these: first of all, and most important (whether he is paid or whether he is not paid) To whom is the coach responsible? Is he responsible to some one, and is that some one the right person? There is your question, and it is just as important a question if he is giving his services gratis as it is if you are paying him whatever the market sets up as a fair return for his services.

The second question about the coach is: What is his personality, his character, the type of influence which he exercises on the boys under him? If you can not answer that question favorably you should go no further with that man; no matter how successful he may be in other ways, you must go no further with him. But if you find that a coach is the type of man whose influence is sound and fine, you may go on and consider his other qualifications.

The third question is: How well does he really know the sport which he professes to teach? Is he essentially a student of the basic principles of his sport? Or is he superficial? Is he an opportunist? Is he borrowing his methods here and there according to changing whim and the fads of the time? How well does he

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really know the fundamentals of the sport he professes to teach?

The fourth question is: How well can he teach what he knows? I have known many men engaged in the process of teaching, in sport and outside of sport, who were in high degree masters of their profession but not particularly skilled in imparting to others the knowledge they themselves possess.

These are the real questions about a coach; and it seems to me the less we bother with the question whether we are fortunate enough to get a coach who is willing and able, to serve us for nothing, or whether we are doing what I think we should justly do—paying the market price for his service—the better off we shall be. And the more we ask of these four questions: To whom is he responsible? What is his character and personality? How well does he know his sport? And how well can he teach what he knows? The more progress we are going to make in the correct development and regulation of university athletics. So much for the coach.

Now as to the frequently met charge that college athletics are becoming "commercialized" by the mere size of our athletic budgets; what is the truth of the matter? The fact is that such a charge, if applied to any progressive system of college athletics, represents a somewhat illogical demand that two irreconcilable things shall somehow be reconciled: namely, that a policy of participation in competitive athletics by an entire undergraduate body shall be administered on a budget that would have been adequate decades ago when only a small percentage of the undergraduate body participated in intercollegiate sport.

At the present time, the country over, there are many who believe that the policy in college sport should be "athletics for all." They feel, whatever the benefit of athletics may be conceived to be, that there should be a system properly administered and properly regulated which would put those benefits at the disposal of as large a number of men in the undergraduate body as possible.

Side by side with that almost universally held opinion, one meets constantly the expression of fear lest athletics are being "commercialized"; a fear of the size of our organizations, of the amounts of money involved in them, and of the business organizations that it has been necessary to set up to control them.

Well now, gentlemen, if you think for a moment about these two things, it seems to me that this stands out: that just in proportion as we believe that there is a value in athletics which ought to cause them to be extended to as large a proportion of the student body as possible—just in proportion as we are successful in doing this, and in proportion to the number of men who receive this increased benefit, inevitably and automatically the amounts of money involved in equipping the teams and providing the facilities for sport will increase, and just in the same proportion will the business organization that controls these activities necessarily enlarge and expand. It is not possible, at one and the same time, to ask or demand that we extend to these large numbers of students an increasing, and eventually one hundred per cent, participation in athletics, and, at the same time, refuse to face the fact that this brings with it the necessity of a business organization and an in-
evitable necessity of handling, on one side of the ledger or the other, very considerable sums of money.

The question of money in athletics is, of course, a vexed question. There is a feeling, and a very natural feeling, that when you have a system that is, supposedly, a matter of sport, it should not involve such heavy financial operations. When one reads of the large sums of money that are handled, there is something in it that, somehow, as an immediate reaction, goes against the grain.

When one picks up a newspaper, for example, and reads of the hundreds of thousands of spectators that witnessed the football games in any Eastern stadium this past fall, and then estimates that if the price of attendance is averaged at only two dollars, the autumn's proceeds at almost any one of them would range from a third to two-thirds of a million dollars, or more, one is likely to be staggered. These are staggering sums, to grow out of a system of amateur sport. Members of university faculties, who are not in all cases entirely sympathetic with athletic purposes and the athletic ideal, are given concern by such figures, rather naturally, I think, when one remembers that the departmental budgets for the intellectual purposes of their various departments are, in most instances much less than the athletic budget. One can not wonder that a man who has selected as a profession the teaching of philosophy, mathematics, or science, or whatever it may be, looking at the total budget of his department and then examining such figures as these and finding that larger sums are being expended on sports than are being expended in the intellectual fields.
in which he is primarily interested—one can not wonder, I say, that it gives him pause; one can not wonder that he is inclined to question whether things are as they should be.

But what such a man usually forgets is this: that just in proportion as these figures are large, they represent the participation in sport of a very much larger percentage of the undergraduate body than ever would come under his department as such. He forgets that there are phases of activity and administration in athletics which cannot be paralleled at all in the functioning of his department.

For example, take any one of the departments of a college or university; its budget must, of course, provide teaching. The university may or may not, according to its budget system, charge against the given department a certain percentage of overhead. But the budget of the department is very largely made up, except in the science departments, where there are additional funds needed for laboratory equipment, etc., of the teaching item only.

Now, in sport, you have a teaching item paralleling the teaching item in any technical department in the university. The large number of coaches and assistant coaches that one must provide in our various sports is, after all, nothing in the world but a number of teachers, and they should be selected as such. That is their function.

But there are many other matters of finance in athletics which a departmental budget in college or university has no call to meet. In addition to coaching, what else do we have to supply in equipping our teams? In this country—and here we differ from England—every item of expense that is incident to participation in sport by any undergraduate is normally borne by the athletic association of the university which he represents. In England that is not true. In England, at least at Oxford and Cambridge, which are the universities I know best, the whole system is more informal. The students make up a team and when they go out of town they go to the booking office and each man, as likely as not, buys his ticket to his destination; he may buy his own sport equipment, his own uniform, and all that sort of thing. In this country we don't do that, and there is a very important reason why we don't. In this respect there is a great contrast between the English system and the organization of competitive sport in our colleges and universities. Everyone of them equips the undergraduate. He is given his uniform, his stockings, and shoes, his polo, hockey, lacrosse sticks; the entire equipment he plays with; he is given whatever is incident to his participation in competitive sport at not one cent of expense to him. Suppose he represent any one of your institutions and is engaging in competition away from his home grounds; what happens? From the moment the team starts, beginning with the bus that carries them to the railroad station, including the railroad tickets that take them to the town where they are to play, including their rooms at the hotel, their meals at the hotel, all expenses that are incident to making that trip are borne by the treasury of the athletic association of the institution that they represent.

Why is this? Is there a justification of it, or would it be better if we in this country should try to adopt the English system. I believe there is a very sound rea-
son why our system is what it is. We must not forget that Oxford and Cambridge are, to a very considerable degree, class universities representing the aristocracy and wealth of England, and we need not be surprised if this fact colors their point of view in sport as well as in other matters. But our colleges and institutions, gentlemen, are very immediately serving a great democracy. We must take our boys as they come to us—boys from preparatory schools such as the old schools of New England; boys from the high schools of the country who have little background of means behind them, who are coming, in the finest sense of the word, "under their own steam." It is well that we should not lose admiration for the type of college student who comes from the high schools of this country, who does not have someone behind him pushing him into college, but who, as he comes to the beginning of manhood, says to himself, "I desire a college education because I know that, if I obtain it, my whole life is going to be a different type of service"; who feels this so strongly that, under his own steam, and very often unable to look ahead for six months, he comes to our colleges and universities. If we were to adopt anything like the English system, what should we be doing? Men of the type of whom I have spoken could not afford it, and they would be out of sport. That seems to me a very sound reason for the difference between our system and the English, and I think it goes a considerable distance towards justifying this large sport budget.

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LOCKERS  STEEL  SHELVING
BINS  RACKS
What is really more important than the size of the budget at any institution is the question as to how the funds are administered. Is the system budgeted? Do those responsible for administration know what they are doing? Is the purchase and supply of equipment, of service, of everything that goes into the carrying on of athletics, being conducted as purchase and supply would be carried on in a business office? That is the question. Are the expenditures made by someone in a haphazard and guesswork way, scattering money to the winds like rain, or are they handled with brains and with a willingness to do the thing in a businesslike way? That is the really important question on the financial side. If you can answer that question right; if you can say, "The man that is running this is, in the first place, responsible to the Board of Athletic Control; the Board of Athletic Control is directly responsible to the Trustees of the university; therefore the responsibility as to athletic finances runs from this man, through the Chairman of the Board, straight back to the Trustees,"—if you can answer that way, then your athletic finances will be properly administered—unless an error of judgment has been made in picking the men and has not yet been discovered. Purchase and supply and the whole problem of equipment and service will be handled with the same care and responsibility as in any other phase of university administration. It seems to me that is a complete answer to the question. The budget, as to its size, must be examined from another angle. The public focuses its vision on a few large football games and their receipts. What the public never realizes is that, during the rest of the year, that money is being expended, we will hope wisely and carefully, for the support of other sports and teams which could not exist otherwise.

At Princeton, last year, we supervised thirty-nine intercollegiate competitive teams in sixteen sports. We had a Varsity and a Freshman team in each of those sixteen sports, and, in seven, we had in addition a Junior Varsity; all with intercollegiate competitive schedules costing money. Out of those thirty-nine teams, gentlemen, there were only three that did not turn in a deficit. The three that supported themselves were Varsity football, Varsity baseball, and Varsity basketball. All the other sports were in some degree dependent for their existence upon the receipts of these three. The deficits of the other teams varied from very little all the way down, or up, to a sport like rowing which at Princeton has no income whatever. These are facts which one must always keep in mind.

And then finally we must, it seems to me, ask ourselves another question: Has this complicated system of sport, with its business organization and its large budget, a real value? With the size of the figures that are involved and all these considerations in mind we must ask ourselves, "What are the purposes after all, that are subserved by college sport on its competitive intercollegiate side? Are they important purposes?" If they are, then they justify what they cost, if they are not, let us do away with them.

I personally, am a firm believer in intercollegiate competitive sport, properly supervised and developed, as an actual educational influence upon the undergraduate. And, as I have already said, I am not in this thinking primarily
n our physical condition. We do not need all this organization of intercollegiate athletics to keep men in physical condition.

When a boy comes to us—and I am speaking now not so much of the university as of the college; (and it is one of the finest elements in the American system of education) when a boy comes to the American college, what is he coming for? It seems to me that it is a wonderful act of faith and trust on the part of a boy’s father when he turns his son over to one of these institutions. This boy is flesh of his flesh, and blood of his blood; he sees in him the wheel of time turned backward; he sees in him new ambitions, new hopes, new dreams; he sees in him time renewed and extended beyond the bounds of his natural life, projected through the life of his son. This boy that he has watched over from infancy has “grown-up,” has reached that most difficult of all ages, when he can neither be held nor let go; when he must pass from a regulated to a self-regulated life, the most crucial years in a boy’s experience. The father knows he cannot tie strings upon him; he must let him go; and yet how the thought of the father reaches out after that boy, as he goes. That man has selected, out of all our institutions, yours, or mine. He says, “You can do for the boy what I cannot do alone. In the four years that are more formative than any others, while he is passing from youth to manhood, I want you to take him and stamp upon him the impress of your ideals; train him in intellect and train him in character.” “Train him in both,” the father will always say, because—and he is right—the prison records of the world present indubitable evidence that a keen intellect, with-

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Here is a book, prepared by an expert, who has made a study of the methods followed by Famous Sluggers and tells in simple language the “do’s” and “don’t’s” of batting.

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out the guidance of character, may bring only degradation and disgrace, and life itself presents us with many illustrations of the benevolent futilities that result from high aspirations that lack intellectual power to bring them to achievement.

Now when this boy comes to us our great task is to inform and discipline his mental powers that he may possess a sharp-edged and tempered weapon wherewith to confront life. But we must also teach him a code of honor and chivalry that will govern his use of that weapon. And the great service of college sport is that it can be made to do much for the boy in teaching him that code. The great value of sport is sportsmanship. If we haven't that in college sport then, gentlemen, we haven't anything. It says to the boy, "You are going to find, in this world, that there are causes that will mobilize and drain out of you the last ounce of your endeavor, of your initiative, of your devotion. These causes must be met and won, if they are won at all, without crossing the line that represents the sacrifice of integrity and chivalry, of sportsmanship or honesty. You must learn to fight with the best that you can give; and yet never do the thing that would enable you to win, if it violates the code."

That is what the world needs. That is what business demands; that is what the professions demand; that is what the manhood of this country depends on; and where will you get a laboratory training in that, gentlemen, such as sport can give? You can preach the code to these boys in the lecture room, in the class room, but you know and I know that being told what to do or how to do it is not the same thing as going out and taking off your coat and rolling up your sleeves and trying to do it. That is when you learn whether you have got it in you, or whether you have not; and I say sport provides that training.

Moreover, in this world, there is no one who can succeed in everything, all the time. The world was not designed on the principle that we should; the great question that life presents as a challenge to character is, How does a man meet failure and defeat? Does he curl up and quit? Does he present an alibi? Does he whine? Does he attack the ability or the sportsmanship of his opponent? Or does he stand on his two feet, with his chest out and a clear eye and, with self respect, say to his opponent, "Here is my hand; you were a better man than I was, that day, that time;—but we will play again." If college sport teaches these things it has indeed become an educational influence of the highest type, capable of developing in these boys a fineness and a strength that not all the shocks of life may destroy or take away.

I say, therefore, that those of us that have the honor and the privilege of participating, in some degree, in the guidance of what I consider to be an actual educational force in university life have an honor and a privilege which compares, in magnitude of opportunity, with any field of service that, for the moment, I can think of.

Question: The court we use for our High School basketball games, is also used once a week for dancing. What can be done to make the floor less slick for basketball without injuring it?

Answer: Have the floor mopped with hot water. Give it a follow-up mopping to take up the water. Such a mopping usually takes off the glaze of floor wax.
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All wool sweat suits in all colors.

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Football coaches who are planning to experiment with special equipment during spring practice are requested to send in their ideas and designs to our College & School Department.
CHATS WITH COACHES

The question has frequently been asked regarding the points won by school and college athletes in the track and field events in the 1924 Olympics. Following is the tabulated summary. If there are any inaccuracies please notify the Journal.

Points

ILLINOIS (35)
Osborne...... Decathlon ............ 10
Osborne...... High jump ............ 10
Kinsey....... Hurdles (110) ....... 10
Fitch......... 400 Meters ........... 5

SOUTHERN CALIFORNIA (34)
Paddock...... 200 meters ........... 5
Paddock...... 100 meters ........... 2
Houser....... Shot put ............. 10
Houser....... Discus ............... 10
Kaer......... Pentathlon ........... 5
N. Anderson.. Shot put ............ 2

MISSOURI (15)
Scholz....... 200 meters ........... 10
Scholz....... 100 meters ........... 5

MICHIGAN (14)
Hubbard...... Broad jump .......... 10
Booker....... Pole vault .......... 4

BOWDOIN (10)
Tootell....... Hammer throw ....... 10

GRINNELL (10)
Taylor....... Hurdles (400) ....... 10

PRINCETON (9)
Rick......... 3,000 met. steeple ch. 3
Hills........ Shot put ............. 4
Taylor....... 400 meters ........... 2

GEORGETOWN (9)
LeGendre..... Pentathlon ........... 4
Norton....... Decathlon ........... 5

Points

LELAND STANFORD (8)
Hartranft..... Shot put ............ 5
Hartranft..... Discus ............... 1
Richardson.... 800 meters ........... 2

NOTRE DAME (8)
Oberst....... Javelin ............... 4
Lieb......... Discus ............... 4

PENN STATE (7)
Enck......... 800 meters ........... 4
Romig....... 5,000 meters ........... 3

DARTMOUTH (5)
Brown....... High jump ........... 5

HARVARD (5)
Gourdin....... Broad jump ........... 5

OREGON (4)
Pope......... Discus ............... 3
Spearow...... Pole vault .......... 1

KANSAS AGGIES (4)
Riley....... Hurdles (400) ....... 4

PENNSYLVANIA (3)
Hill.......... 200 meters ........... 3

SYRACUSE (3)
Bowman....... 100 meters ........... 3

KANSAS (2½)
Poor......... High jump ........... 2½
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You can erect seats for a tennis tournament, a hockey game, a basketball game, or a boxing match in a few hours. Two 6-tier sections of Circle A Bleachers, seating 120 people, can be set up by four men in fifteen minutes—seats for a thousand in a couple of hours.

And Circle A Bleachers are comfortable, good-looking, and SAFE. They will sustain four times capacity load. They are built in sections of 2 to 15 tiers, to seat any size crowd. Send for large illustrated circular, "For Those Crowds", describing the many safety and comfort features.

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CIRCLE A PORTABLE BLEACHERS
Also Circle A Portable Schools and Portable Gymnasiums.
### Points Scored by College Athletes in 1924 Olympic Games

<table>
<thead>
<tr>
<th>College</th>
<th>Points</th>
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<tbody>
<tr>
<td>Illinois</td>
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<td>Southern California</td>
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<td>15</td>
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<td>Grinnell</td>
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<tr>
<td>Georgetown</td>
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<td>Leland Stanford</td>
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<tr>
<td>Notre Dame</td>
<td>8</td>
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<tr>
<td>Penn State</td>
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<tr>
<td>Dartmouth</td>
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<tr>
<td>Harvard</td>
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<td>Oregon</td>
<td>4</td>
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<tr>
<td>Kansas Aggies</td>
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<tr>
<td>Pennsylvania</td>
<td>3</td>
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<tr>
<td>Syracuse</td>
<td>3</td>
</tr>
<tr>
<td>Kansas</td>
<td>2½</td>
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<tr>
<td>Bates College</td>
<td>2</td>
</tr>
<tr>
<td>California</td>
<td>2</td>
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<td>Minnesota</td>
<td>2</td>
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<tr>
<td>Yale</td>
<td>2</td>
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<tr>
<td>Iowa</td>
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<td>Boston College</td>
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<td>Ohio</td>
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<td>Oregon Aggies</td>
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**Total**

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<td>College athletes</td>
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<tr>
<td>Non-college or school athletes</td>
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<tr>
<td>High school athletes</td>
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<td>Team points</td>
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<tr>
<td>Total</td>
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</table>

One of the best editorials which has appeared for some time is the following which was taken from the *Chicago Sunday Tribune*, October 12th:

**The King of Sports**

For the American people it is football. The universities have built the great bowls and stadium for it. It pays the bills for the other collegiate sports. Its development spreads out over the history of American sports.

Forty and fifty years ago American outdoor life centered in baseball played by professionals with whiskers. Aside from that there was horseshoe pitching and some tennis, which was derided by the populace. It was weak tea in a coffee drinking nation, catalogued with croquet.

Sports were not highly organized or generally pursued. For one reason, the outdoors had but recently been a field of business in America. The frontiersman, in making his living, gets enough of what the amateur sportsman seeks for pleasure. The breed had sports in its tradition but had not settled down to them.

Football was something peculiar to Yale, Harvard and Princeton. So far as the people generally knew anything about it, it was supposed to be an imitative exercise after English precedents. Any possible rivalry with baseball was out of the question. Then other schools took it up. It got into the high schools, then into the elementary schools, into the prairie and sand lots, almost into the cradle. Six year old kids have padded suits and try forward passes.

Sports are combat. They let off the steam of the contentious human. They imitate for him what his ancestors lived by or died at. The men who developed American football threw it back into feudalism. It required even the warlike harness. Simon de Montfort and his knight, the Earl Warrene.
What medievalism enjoyed in chivalry—if the populace enjoyed anything in it—the American populace enjoys in football. An autumn sky and the rigor of the game. It is not only the under-graduate and his girl and the grad and his wife who thrill down to the shoe leather. It’s any one who can get a ticket.

In the cloisters of academic and university management it has been more doubted and more dreaded than any other influence in American school life, not excepting poker and whisky and it has done immeasurable good. It has broken down caste in colleges. It has broken down sectional lines for young men and women. It has destroyed false ideas for superiority and knocked out disagreeable school snobbishness.

It has made young Americans know their country as a unity of vigorous youth, just as good in one spot as in another. A great team may be in Yale, Harvard or Princeton. A great one may be in Iowa, Illinois, Michigan, Chicago, in California, Georgia, Kentucky or Oregon.

It is the meeting place of the American colleges, and what it teaches American youth is good.
Floor Plays for Attacking a Set, Five-Man Defense

(Continued from page 9)
cated by every rule of strategy and horse sense. As the opposition is always permitted every opportunity to go up and take possession of the ball by determined, aggressive methods of attack, every consideration of fair play is met in the situation. The "stall" is not a "sure thing" play, by any means. On the contrary, it is one of the most dangerous plays to engage in in all basketball and has resulted in the defeat of the stallers about as often as it has in victory for them. A team usually "lets down" when it begins stalling, and the opposing team usually speeds up. Once the trailing team gets the upper hand in aggressive play it is certain to become improved in morale and spirit to an extent that is remarkable. In 1922 I scouted an Iowa-Purdue game in which with but two minutes left of play and Iowa seven points in the lead and going like wild fire, a stall was attempted, the initiative and drive of the leading team was lost, and the trailing team won by scoring four consecutive baskets in less than two minutes.

In contrast to this, Minnesota stalled for five minutes against Wisconsin in January of this season and retained a two point lead to the close of the game. In this period Wisconsin repeatedly secured opportunities, by aggressive play, to tie the score, and failed. The stall was legitimate, fair, and in every way sportsman-like. It won the game for Minnesota—and that was the end that the Minnesota team was on the floor to secure—not to demonstrate offensive play when such was not needed to win.

The Delayed Offense

Because of the danger of a too long continued "stall," a sudden shift to a vicious, driving offense is often advisable, even though it risks possession of the ball. Such an offense frequently nets a goal and renders further stalling unnecessary. In the delayed offense the stall is at first employed, partly to consume time and also to prepare for a sudden shift to an offense, by disrupting the opponents' set defense. No attempt is made to conceal the attempt to stall. The ball is held deliberately and without much passing, in the backfield. Ultimately, the opponents disrupt their set five-man defense, leave the defensive area and advance on the ball. When they approach the ball and are well up the floor, the man with the ball, preferably a fast dribbler, drives through with a dribble or may make a long pass to a team mate who has suddenly cut straight on towards the goal. The sudden shift from withholding the ball to a driving attack often results in a score.

This style of play certainly pleases the crowd more than the simple stall play, for it apparently gives the trailing team a greater chance at the ball than they would otherwise get. In reality it is less dangerous than stalling and in my judgment is the better of the two.
Basketball

(Continued from page 13)

stages of the game rather consistently on the tip. In the second half Illinois secured the ball on the tip just as consistently by the obvious method of playing the ball to the guards who had no opposition because of the Chicago formation. We may assume the Illinois players were given some advice on this point during the intermission.

The Big Ten Basketball Coaches interpreted basketball rules at the December meeting by staging a practice game with some of the prominent officials handling the game. Play was occasionally interrupted to discuss fouls just called and to allow the official to explain his particular ruling. Afterwards a meeting was held to reduce to writing the interpretation agreed upon.

The officiating in the Chicago-Illinois game was good. It was the type of a game that might easily have gotten beyond control except for the fact that the officials promptly called the fouls that tended towards roughness.

This game then indicates that basketball has not changed materially over last year, except that the game is gaining constantly in popularity with the public. Bartlett Gymnasium was filled to capacity with hundreds turned away because standing room ran out.

Question: During a basketball season I constantly worry over developing my team, but have felt at times that this desire has caused me to overwork the players. Just where is the middle ground in this matter?

Answer: Every basketball coach who has seriously studied his job has been pulled in the two opposing directions your question indicates. There are so many angles to the question you raise.
that only a discussion will suffice in indicating some aids in an approximate solution. In brief, what a coach wants is the maximum of skill without overworking his players.

Let us assume that this problem can best be worked out by considering that pre-season work may have its effect. In pre-season practice work the men hard, but of course gradually. In training, the idea is hard work in order to put the men in good physical condition. After they reach what we call condition, ease up on the amount of work. An athlete requires less work in keeping in condition than in working up to the point where he is fit. Confinethe practice to things that are part of the technique of basketball. Do not employ calisthenics, but rather teach pivots. Do not send the men on a jog, but rather develop their wind in working on your offensive system, without opposition.

After a team gets into the playing season, the chief concerns of the coach should be to husband the energy of his players so they may enter games with stored up strength. Leave them something to play on instead of wasting their strength in too much practice. To conserve the players' strength, practice your offense against a set four-man defense by giving the ball to the back guard at the end line and have him pass the ball in to start the offense. If your team needs defensive work give the ball to the second team for offense as explained above while the varsity plays defense.

In other words if you desire to stress a certain feature of play do not wear your team out in regular scrimmage but arrange the work so that feature can be stressed. Have scrimmage sessions shorter but expect play to be up to game standard. Perhaps more discussion of play by the coach so the players thoroughly understand both the offensive and defensive system might well replace some practice. Have a plan for meeting the style of each opposing team. The time consumed in explaining definitely such a plan would likely be more valuable than mere practice and at the same time you would be working your men less.

Question: In a recent game my team had too many passes intercepted. Please tell me the causes for this and how to remedy such a fault?

Answer: Controlling the ball in basketball, once it is secured, is a vital factor to a successful season. There are several reasons why interceptions are made against a team. Primarily, the blame falls upon the passer, because he elects to pass to a team mate who is not open. Tell your men to refuse to pass unless the receiver works himself into a position where a pass is safe. The burden for making a good pass rests with the man with the ball. The heavier burden of getting in position for a pass rests with the other offensive men. Any offensive system should give a player the option to make a choice of plays or passes. There is always a guard to fall back on for help. A pass to him and a return pass and you are on the way again. A player may use a dribble to get himself out of a hole while his mates are working free.

Selecting the wrong play should be criticised in practice. Point out to the man that he needlessly lost the ball, that he should not have made that particular pass, but should have delivered the ball to a different team mate.

Over-emphasis on speed causes a team to lose the ball too often by interceptions. Speed, yes, but
there are times when a slowing down followed by another burst of speed will assure possession of the ball. Too much emphasis on speed causes a team to force their play. That is what is termed in the parlance of coaches as "bulling" the game. Clever players never employ forced play, but rather rely upon stops, pivots and bluff passes or bluff shots. Such players get the "set-up" shots while the other type of player carries into the opponent and attempts to shoot by brute strength.

The remedy for avoiding interceptions lies with the coach. He can discourage chance passes during practice. Discuss the matter with the players and point how much it hurts their effectiveness as a team. Prove to them how needless it is to lose the ball.

Question: Please suggest some method for giving my team practice in the scoring zone.

Answer: Place your two forwards and the center near the goal, with the running guard at the foul circle. Place a defensive man against each forward and also one against the center. Do not have a defensive player on the guard. Now you are ready to start practice. Give the ball to the running guard who is not permitted to advance past the foul circle. He is a medium of exchange for the other three offensive players. He may work back towards center and come up to meet passes and then deliver passes to the other players working with him. This practice simulates game conditions and gives the three offensive men practice in working free for passes and resulting shots.

Practice on the follow-in after shots comes in well in this method by allowing the guard to take shots occasionally from near the foul circle. Have the guard shout "shoot" as he delivers the
ball, which is a signal for the other three offensive players to follow-in and play rebounds. When a defensive man gains possession of the ball, the play stops momentarily, the ball is given to the offensive guard and the practice is resumed. This is strenuous work, so should not be continued for too long a time. See Diagram 4, Page 13.

Question: My players fail to follow-in shots. The shooter stands and watches the ball as if admiring his handiwork. The other men seem to consider it no concern of theirs. What can be done to get them to follow-in?

Answer: See method described in diagram 4. In practice have the guard shoot and call “Shoot.” At the same time you should shout at the offensive men to go in after the ball. It takes constant emphasis on the part of the coach to make a player get the habit of following-in for missed shots.

Question: Often in games my two forwards and the center all three drive in following shots and interfere with each other. How should this be avoided?

Answer: You are fortunate in having players who follow the ball so well. If you have one small forward, and one larger forward send the larger forward and the center in for close up rebounds. Have the small forward play rebounds between the goal and the foul lines. The running guard should play for deeper rebounds. The two players going in near the goal can hook the ball back (when a re-delivery-shot is impossible) to territory covered by the small forward and the guard. In case there is no advantage in size between your forwards let the forward who hasn’t the follow-in habit be the one designated to go in with the center. In this way he acquires the knack, whereas, if you assign him the role of playing the deeper rebounds, he will never go in as he should.

Question: Please give me some plays to use on jumps after held ball.

Answer: The jump ball after held ball resembles the tip-off at center except it may occur anywhere on the court, hence you can devise plays if you wish to use them, from your knowledge of tip plays. Before you give such plays, however, be sure your players are well instructed in their use as relates to the position on the court where the ball is tossed up. Briefly, a jumped ball in your own end of the court means your team is on the offensive and the men should play the ball. A jump-ball in the opponent’s end of the court puts your teams on the defensive. Your players should make their defense safe in such case. On a jump ball in the opponent’s end of the court when a five-man defense is being used, your team has a one-man advantage; this odd man should play the ball, but the other men are primarily responsible for defensive tactics.

Question: I have followed the methods described in the Athletic Journal for teaching the pivot, but my players do not use it in the games. Please give me a tip on how to get them to use the pivot in games.

Answer: Give all your attention to your varsity team in practice scrimmage, follow the play closely and call out “turn” to a player when you observe that is what he should do. It is even well to stop the play to point out to a player that he should have used a pivot instead of the play he did make. You will find it necessary to keep after the men about this. Later you will probably be surprised to find your players using the pivot very well.
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Organization of Winter Sports
(Continued from page 20)

however, is hardest of all so far as the weather is concerned, for snow may be much less depended upon than ice. When the weather does not permit participation in the regular sport the class may be taken for a walk during that hour. Skating classes in which instruction is given may be made up of mixed groups. Not more than thirty people should be handled in one class where general skating is taught. There are so few people who have an inclination for figure skating that they can be handled with the other group.

By general skating I mean straight backward and forward skating, and cutting to both sides backward and forward. Most students in the north have skated enough to do this without assistance. However, in some cases help should be given. Roll call can be taken inside the warming shack or out on the ice. The last few minutes of the skating period may be devoted to games.

Music

Music on one or two nights a week will do very much to bring people out on the ice. An admission charge may be made to defray expenses. People gladly will pay for good music. It might be hard to start a custom of having music on regular nights, but once established it will pay for itself. Radio might be used, but for skating a specially timed music is needed which can not be obtained from a radio. A system of phones with amplifiers installed on the rink is about the best thing that can be had. Waltz music and marches especially lend themselves very well to skating.

Competitive Winter Sport Events

A schedule of games for the varsity hockey team will have to be arranged by the coach of the sport. Besides that, some sort of competitive events should be held every week-end in skating, ski-ing, or ice boating. A regular program should be made out and published at the beginning of the season and adhered to so far as possible. Some events will naturally have to be postponed till a later date, and at times it may happen that a certain event will have to be put off till next season. However, the program should be followed as much as possible.

The following are events of importance which ought to be held for men and women. Women's events ought to receive as much attention as those for men.

A winter sports program may be made so as to include:

- Interclass races.
- International races.
- Ski jumping.
- Ski racing.
- Snowshoe racing (providing there is the interest).
- Toboggan racing.
- Skating races of all distances.
- Ice boat races.
- Fancy skating competition.
- Interfraternity races.
- Intersorority races.

Ice Carnival

To keep up the interest an ice carnival may be put on toward the end of the season. Many of the competitive events may be put off until this time.

Ski Tournaments

Ski tournaments between colleges are very good to advance winter sports in general. These meets usually pay for themselves and they certainly ought to be held if it is possible.
Handling the Ball

(Continued from page 6)

A combination stop and pivot exercise is as follows. Give one man the ball, place him a step in front of a team-mate, let him dribble down the side line with the second man playing inside of him; the first player going at top speed, works down the floor until he gets in a position to shoot along the side line. An element of timing enters in, that is, he must judge his step on the foot he is going to have ahead when he stops; he must or should stop with the outside foot ahead, he pivots slightly on this foot stepping toward the side line with his inside foot; the player following will rush past and the player with the ball will then dribble toward the middle of the court and pass or shoot. Emphasis must be placed on having the outside foot forward. When the stop is made, a change must be made from a running stride into a wider stance in order that the player may retain his balance and complete the maneuver perfectly.

A preliminary exercise for teaching a large group the fundamentals of the pivot is as follows: place the group on a line with the right foot ahead in stride stand position. When the whistle is blown, the men should push off with the left foot, dropping the right shoulder slightly down and with a quick turn on the ball of the right foot, the move is completed. According to the rules, the player is entitled to practically another step, but it is not taught in this preliminary work. The quickness of the turn must be emphasized.


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John L. Griffith, Editor

Volume V  March, 1925  Number 7

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The common conception of team work is that it applies only to the offense, when, in reality, team work shows at its best on the defense. This misconception may be attributed to the fact that in the early development of the game the players in possession of the ball were the centers of attraction while very little thought was given to the players who did not have the ball. All efforts were placed on scoring, and no attention given to the work of preventing the opponents from scoring. When players for a team were selected, the ability of a man to score was the deciding factor. All men had to be offensive players in order that the team might win. Offensive work was primary, while the work on defense was secondary.

The results of experience have changed these conditions until now the two phases of the game are given equal consideration, and in many instances their order of importance has been reversed. The offense has yielded to the relative importance of the defense very miserly and reluctantly. At first, only one player was assigned to defensive duty, leaving four men solely for scoring purposes. This one man assigned for defense was chosen not only because of his qualifications as a guard, but largely because he could not score. This shows the emphasis placed upon scoring, as well as the reluctance of the offense to concede to the defense their equal share of credit in the team play.

Later, in the next step of the evolvement of the defense, two men were used for guarding duty while the other three players were assigned to offensive work alone. Soon, two were found to be insufficient on defense so later, three were used. Then the three-man defense gradually gave way to the four, and finally to the five-man defense of today with its different variations of execution.

This inevitable change from the shifting to the set or massed five-man defense has been made necessary through the gradual changes in the rules,—particularly those pertaining to personal contact and guarding,—and through the speeding up and complicating of the offensive play. The teams of recent years found that, with the scoring powers of the two teams equal, in order to win they must not only re-
tain possession of the ball as much as possible, but must also, when they lost the ball, develop means to prevent their opponents from scoring. At the present time, the deciding factor in the score of a game is to be found not so much in the scoring power of the teams, as in the effectiveness of the defense of the two teams.

For this reason, defense in basket-ball has had a consistent evolution and has really advanced more markedly than has the offense. This rapid evolution of the defensive strategy of basket-ball since its origination may be divided into six definite stages, namely: (1) the old style shifting man-to-man defense; (2) the five-man one-line defense; (3) the two-man set and three-man shifting defense; (4) the three-man set and two-man shifting defense; (5) the four-man box with one-man shifting defense; and (6) the five-man two-line set or mass defense.

It is not intended to convey the impression that each style of defense, in its evolution, has marked a complete abandonment of the previous style, for this is seldom true in the history of the evolution of anything. There is usually a gradual merging and overlapping from one stage to the next. However, the various evolutionary stages do show the drift from a no-man defense, in which all play was offensive and all players were expert scorers and unskilled guards, to the five-man defense, in which all players must be equally versatile on offensive and defensive play.

It is still possible to find styles of defense in use which were in vogue years ago, but the general tendency has been to adopt some form of the five-man defense and to abandon the earlier defensive plans.

In the old style shifting man-to-man defense, each player was responsible for one opponent. (See Diagram 1-A). The moment the offense lost possession of the ball, each player, now thrown on the defensive, picked the opponent to whom he was assigned and for whom he was responsible and followed him closely until the ball had been recovered. Usually the center guarded the center; a forward played his guard; and a guard covered his forward. It will be seen that this paired off the players and tended toward individual play rather than toward team work, although, there was a certain amount of co-

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Diagram 1. This represents the first three steps in the evolution of basketball defense.
Evolution of Team Defense

Operation between players, in that one player might leave his opponent for a team mate’s opponent whenever the conditions seemed to indicate such a shift. This step was the first indication of bringing five players into the defensive work and gave evidence of a complete break-over in favor of the relative importance of team defense.

This old style of shifting man-to-man defense is still used by some teams. It requires a team of seasoned brainy players to execute it successfully, because of the clever work needed to stay constantly with an opponent as he maneuvers about the court. This style is most effective against a team composed of individual stars or “old heads” who do not co-operate well in offensive team play but depend almost entirely upon their individual initiative and skill to dribble, sidestep, and pivot,—thereby evading opponents and working the ball into the basket.

Against a team using the criss-cross, shifting, revolving type of team offense that is so prevalent today, the man-to-man defense could not operate for the reason that the players executing this new style of offense are constantly changing directions so as to draw the defense out of position. This fact makes it practically impossible for such a defense to stay with the opponents; and even though the defensive players could stick to their men, the extra exertion required to chase about all over the court would exhaust them in a short time. Out of this necessity, evolved a form of defense to offset these new tricks of the offense. This first step in the defensive evolvement was the five-man one-line defense.

By using the man-to-man defense, the players could neither stick to their opponents nor prevent them from reaching the goal with the ball. As a result, the idea of building a wall across the court to prevent the offense from breaking through was devised. This wall was established out beyond the center circle so as to make it practically impossible for the offense to get a scoring shot across it.

In this style, the defense, upon losing possession of the ball, formed a line across the court, as shown in Diagram 1-B. The players were equally spaced, and their line extended the full width of the court. Their idea was to stop any passing formation from going by or through this wall, with the ball. This plan might be likened to the goal line defense in football,—a defense which is difficult to go through but easy to go over. The offense, in order to break through into scoring territory, had to break the wall. When the offense got behind the defensive wall, the ball was passed

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Diagrams 2A, 2B

The fourth and fifth stages in the evolution of the defense are represented in the diagrams above.
over. Each offensive man that broke through the defense was covered by his nearest opponent or by the defensive player who was assigned to him. As soon as the men were through the wall, the style of play reverted to the old man-to-man defense. If the offense worked straight down the court, no trouble in guarding was experienced; but when it criss-crossed, zig-zagged, circled and pivoted, the players on the defensive found themselves blocking each other in their attempts to cover their opponents.

Out of this experience of inadequate guarding came the second step in the evolution of basket-ball defense. When the players in this five-man one-line defense saw that they must drop back near the goal to put up an adequately strong defense against the offense, they realized the need of stationing men back, solely, to guard the basket. This was the first indication of the necessity of using players for strictly defensive work. The two-man set and three-man shifting defense was the outgrowth of this need.

In this style of defense, the two positions in Diagram 1-C shown on either side of the goal are for the defensive players. When their team lost possession of the ball, they retired immediately to the positions shown. Their work was strictly defensive. In no case were they supposed to advance far beyond the center of the court, and any attempts that they made at scoring were from long shots. It was their job to protect their own basket while their three team mates carried on the offensive work. It was the paramount duty of the guards not to allow an opponent to get between them and the goal.

The position of these guards when they were set in this style of defense was from seven to ten feet from the end line and from fourteen to twenty feet apart, and each guard stood equidistant from a line parallel to the side lines and dividing the court in half. (Note positions on Diagram 1-C.) These guards were held responsible for the territory directly in front of them, between them and the side line, between them and the end line, and half of the territory between each other. Their three team mates, when not in possession of the ball, assisted these two defensive men by each picking an opponent and guarding him as he advanced toward his own basket. However, these offensive team mates were always ready to dart back toward their own goal the moment the ball was recovered. Still the defensive play was found to be faulty, and the search for a more perfect defense went on.

This type of play was found to be weak because the guards were required to cover too much territory. The offense found that, by sending a player down each side of the court for the guards to cover, the center territory in front of the basket was left unguarded and was an ideal position from which to score. This weakness proved the inefficiency of a two-man defense. Basketball defense needed a player to guard the zone in front of the basket, and thus there developed the fourth step in the evolution of the five-man defense.

The three-man set and two-man shifting defense, shown in Diagram 2-A, is indicated by circles representing the defensive territory for which each of the three men who were set was responsible. So long as the three men remained within their respective territories (smaller circles), the twenty-eight-foot circle was very well protected. But if they moved out of their zones (indicated by the circles) to protect their goal from long shots, their opponents would have an opportunity to slip in behind them for short easy shots. There was also a tendency on the part of the guards to follow their

(Continued on page 52)
Out of bounds plays are built to get one player in the clear for an open shot at the basket. They are used to the best advantage when the opponents have had a chance to get set. Of course the best out of bounds play, if it can be called such, is to bring the ball in fast from out of bounds before the opposition has a chance to get set. But there are times when the defense has the opportunity to get set, then the basis of the play is either a criss-cross attack to make the defense bump themselves or a criss-cross with a block in it. Consequently, the players should be coached to meet this style of attack, as it is used by a majority of teams in the country as a basis for their out of bounds plays. The difficulty with out of bound plays is to get the men in position to work the play. If each time the ball is out of bounds in the offensive part of the floor at the end line and the same play is worked time after time, the defensive players soon solve the play. If each player has a certain play to use when he is out of bounds there is difficulty in getting the other players in the right position on the floor to execute the play.

The giving of signals for a play seems to be about the best way to get other players to know what play is to be made. But this signal method takes time and as the ball must be put in play within five seconds from the time it has been awarded to the team out of bounds, the action must be extremely fast. The method used by some teams is to have the officials hand them the ball, when that is possible. This gives the player time to give his team a signal, in most cases a hand signal, and to have his team get set.

The question as to which man is the best one to take the ball out of bounds is a hard one to decide. Some coaches think the player nearest the ball should be the logical one. The officials may designate which player is to take the ball out of bounds but they seldom do it. Of course, if hurrying the ball in from out of bounds is the method a team is using, then the nearest player is the right one. But if a
team is using set plays, then a tall player is probably the best man to pass the ball in from out of bounds. He is a harder man to guard or check in passing the ball in to the court, and he has a better view of the floor so that he can readily see the team mate to whom he will throw. The hardest place on the floor to get a ball in play from out of bounds is under the backboard, as the over head obstruction renders it a trifle more difficult for the passer, especially if he wants to make a long pass towards the center of the floor to one of the guards coming down the floor to receive the pass. In this case a play involving a short pass around the basket is more to be desired. There is a style of out of bounds play which is good for a team with tall players or for a team with a player who is very good on a jump shot around the basket and that is to throw the ball high in the air in the region of the basket and have the tall player rush in and try to bat the ball into the basket before it can be handled by the opposing players. In Diagram One, the players criss-cross in order to try to make the opponents bump momentarily in order to free one of the offensive players. In Diagram Two, with the same base for the offensive players, the same start is made but the players instead of crossing go towards the corners leaving an open space in the center into which the ball is passed; either the center or running guard taking the ball on the dead run and trying to shoot. X1 and X2 start in as in Diagram One. They pivot toward the outside, going to the side line, thus leaving the center of the floor open. X3 drives toward the side line. X4 comes in close behind X3 but goes through the center. The ball is passed to X4. Diagram three shows a type of play which may be used both legally and illegally and which requires constant vigilance on the part of the officials or there will be illegal blocking or personal contact. Player X1 starts towards player 02 hoping to draw 01 with him. Now X2 pivots off of the back of X1 towards the basket and sometimes gets in the clear for an open shot. If X1 should bump 02 to keep him from following X2 then there is a personal foul. Of course by changing men 01 and 02, the chances of these two men being cut out of the play are very slight.
NATIONAL INTERSCHOLASTIC BASKETBALL TOURNAMENT

BY

H. O. (FRITZ) CRISLER

Mr. Crisler was graduated from the University of Chicago in 1921. He played football, basketball and baseball at the University—winning nine letters. He is the manager of Mr. Stagg's National Basketball Interscholastic and of the National Track Interscholastic.—EDITOR'S NOTE.

Extensive preparations are being made by the University of Chicago to make the Seventh Annual National Interscholastic Basketball Tournament to be held March 31, April 1, 2, 3 and 4, eclipse the ones held in the past. The officials in charge have set before them a task of no small proportions, for the 1924 cage classic proved to be the greatest basketball event ever held in the history of the game. National interest took expression in the demand of the press all over the United States for publicity concerning the Tournament. During the progress of games two and one-half million words were sent over the wires from Bartlett Gymnasium in addition to the hundreds of thousands of words dispatched daily by the Associated Press, United News and other news services.

Thirty-one states sent representative teams to compete for the title of National Interscholastic Basketball Champion. Undisputed state champions from 29 states as widely separated as Massachusetts, New Hampshire, New York in the East to Washington, Oregon, Idaho and New Mexico in the West and from Minnesota, North Dakota and Montana on the extreme North to Texas, Mississippi, Alabama, South Carolina and Florida on the South participated in the 1924 Tournament. Other splendid teams from various states entered the spirited competition making an aggregate of forty quintets.

The teams were classified geographically into four sections with representatives of one section chosen by lot to play against teams from another section. As a result the contingency of two teams from the same section of the country competing with each other in the first round was forestalled and thus every game was a spirited intersectional contest.

Nowhere has there ever been assembled such diversified basketball systems as were displayed by the participants in the National Tournament which offers a most interesting study of the various methods of play employed by the different sections of the country. The contests presented an opportunity for coaches, players and spectators to compare and estimate the various types of play in vogue today in more than thirty states of this great nation. The tourney therefore offered a very profitable laboratory for observation and study.

Interest in the closely contested games reached a climax at the close of the final game as Director A. A. Stagg presented a natural sized gold basketball with an attractively etched inscription "Basketball Champions of the United States" mounted on a handsome pedestal to a modest group of youths hailing from Windsor, Colorado. Five boys from this little town of 1300 inhabitants located at the
toot of the Rockies with only 58 boys in the high school, proved to the basketball world that they not only deserved the right to represent Colorado—having won the Championship of that state—but also to wear the honors as National Interscholastic Basketball Champions.

Windsor's basketball record was exceptional. They participated in the 1923 National Tournament at the University of Chicago as Colorado and Rocky Mountain champions. After winning from Norfolk, Virginia and Lorain, Ohio, they were eliminated by Muskegon, Michigan. In 1924, after winning the Colorado Championship they proceeded to Chicago with 18 victories and no defeats to their credit. Warrensburg, Missouri, was the first to meet defeat from the boys of the West; Sioux City, Iowa, Panguitch, Utah, Manchester, N. H., and Yankton, South Dakota were left in the wake of the Windsor Wizards in their march to the championship. Throughout the tourney they played with great power of reserve and appeared to be clearly the class of the competition.

Yankton, South Dakota, a team which few critics conceded an outside chance as a result of their initial appearance, came through in great style and took second place. Manchester, N. H., by the use of a very good defense and by the offensive efforts of their diminutive forward Bozek, entrenched themselves in third position. Their total for five games was 110 points of which Bozek garnered 90. Northeastern High School of Detroit took third position. The sections represented by the first four place winners illustrates the uniformity in the quality of basketball as played in the United States.

A consolation tournament was conducted for those teams eliminated from the tournament during the first round. However, the class of basketball played in the consolation tournament was about equal to that in the major event, as illustrated by the fact that Warrensburg, Missouri, the consolation champions, were defeated in the first round by only three points at the hands of Windsor, Elgin, Illinois, Spokane, Wash., and Birmingham, Ala., were second, third and fourth respectively in the consolation series.

After considering the tourney of 1924 it is hard to conceive how the 1925 event which is to be played at the University of Chicago, March 31, April 1, 2, 3 and 4 can be improved. If, however, inquiries from schools are of any significance, the 1925 classic will be larger than last year. It is expected that fully 32 states will send their champions, and out of the 40 teams invited about 36 states will be represented. Within the next few weeks state tournaments to decide which teams shall attend the National Tournament will get under way. Texas is now conducting a tournament in which 800 schools are striving for the honor of representing the lone star state at Chicago.

Various state associations are making plans to send their winner. Teams are devising means whereby they can finance the trip to Chicago should they receive an invitation. Communities have been generous in assisting teams to enter and have made the trip possible as a tribute to the boys in return for their loyalty, fighting spirit and true devotion to the ideals in athletics which can only bring success.

The short loss of time in school is more than offset by the educational value of the trip to Chicago, by the association and
Supervision of a Team Through a High School Elimination Tournament

BY WALTER E. MEANWELL, M. D.

Coach of Basketball at the University of Wisconsin.

Dr. Meanwell is one of the few really great basketball coaches. His teams have been first, or tied eight times, second once and third twice, in a total of eleven conference seasons. In 1918-19 he served in the army of the United States with the rank of Captain.

The high school basketball coach has two very different problems to face in the conduct of his team through its entire playing season. First he has the regularly scheduled series of games, most of them on week ends, with seldom more than two in any one week for a total of from twelve to eighteen games. Second, at the close of the regular schedule he may have to conduct his team through one or more elimination tournaments during which three or five and sometimes even more games are played in two or three days.

The conduct of the long schedule of the regular season requires good judgment as regards the amount and character of practice employed, diet, training regimen and the like. The problems of the regular season are, however, fairly well understood and rather well established principles are quite generally followed. The program for the short, intensive period of the elimination tournament, on the other hand, has not been agreed upon so definitely and there are many conflicting policies employed by the coaches.

In my connections annually with the conduct of state high school tournaments and with summer coaching courses in universities, since 1912, I have heard the problems of the coaches engaged in elimination tournaments much discussed, and from these experiences I will discuss here the subjects on which the most diversity of opinion as to procedure existed.

The preference expressed herein for this or that method, primarily represents my personal view and is given as such rather than as being an authoritative opinion. Many will hold contrary views and it is remarkable how in athletics so many varied styles of play and methods of training can all produce successful results. Usually, however, there are logical common sense bases to repeatedly successful methods, and such bases are discussed in connection with the measures advocated here.

(1) The amount of work especially, of scrimmage, that should be given the players in the week preceding the tournaments should be carefully considered. The practice should taper off from day to day as the date of tournament play approaches. Good physical condition has been secured in the long period of the regular season. It requires but little work to retain wind and staying power after they have been developed. To this end, a total playing period of one hour is very ample in the days preceding tournament play. Of this one hour period not more than twenty minutes should be spent in actual scrimmage. Scrimmage is employed to fix the reactions employed in team play. These have already been se-
curcd in the regular season. Therefore, long scrimmage, with its tendency to exhaust the players and with its danger of accident, should be done away with. Against this lessening of the time of play and of actual scrimmage should be set a speeding up process, by which every activity engaged in is put through at top speed. Speed and accuracy should be demanded and every one should be "on his toes." Once the shooting and fundamental period of thirty minutes, the scrimmage period of twenty minutes and the ten minute free throw period is over, the team should be hustled out of the gymnasium. The aim should be to secure a gain in weight, strength and speed in preparation for the trying days of tournament play, rather than a great improvement in team play through much scrimmage.

Should accident or other cause deprive a team of a first string man, it is advisable to practice team play, in scrimmage, for a much longer period, of course. The one hour practice, with not more than twenty minutes of scrimmage, is advocated for intact teams which have their style of game well learned.

The day before the tournament should be without practice of any sort or at most there should not be more than thirty minutes' work, without scrimmage; at this time basket shooting and running through plays without opposition should consume most of the practice. In brief, the days directly preceding a tournament should be spent in speeding up passing, improving the shot, and in maintaining the team work already learned, on the one hand. On the other, these days should be sufficiently relaxing by virtue of reduced work, that the weight, strength and nervous force of the players may be recuperated. Reserve force should be built up for the tremendous strain of playing several games a day without ample rest between them.

(2) The diet of the players in the period just preceding tournament play should be a comparatively rich one. Extra meals are of advantage. Plenty of butter, sugar and milk even if such is taken in the form of desserts, are helpful in providing energy for the hard days of tournament play. Meat is of less value, in this connection, than is commonly supposed, and the old time training diet of great quantities of rare meat has gone into the discard. A normal and moderate amount of meat and eggs, such as will naturally be provided for growing boys in the average home, is sufficient to replace the tissue loss that the practice period entails. The carbohydrates and fats, usually provided in the form of potatoes, bread, butter and sugar, are the food constituents which provide the energy, in the main, to run the body machine during exercise. Therefore, increase the intake of milk, sugar and butter and keep the meat intake at the usual, normal amount. The old idea that milk and butter "cuts the wind" is fallacious and is a throw back to the days of the old time ring champions. It was the usual custom of the old time pugilists to dissipate freely between contests. They naturally became much overweight through lack of exercise and overindulgence in food and drink. When they trained for the next bout it was often necessary, we read, for them to reduce thirty or more pounds, before they were again in condition. This reduction in weight was secured in part, by strict dieting, in which fats, sweets and fluids were restricted to a minimum. The amount of meat given to these men to replace the starchy foods withheld from them was tremendous. Thus there have come down to the present generation of youthful, clean living school athletes, many of the superstitions and fallacies of athletic training methods, especially as to diet and to "rub down dope."
trainers and the so-called "Professors of Physical Culture," were almost all recruited from the ranks of professional boxers and foot racers and quite naturally they continued the practices to which they were accustomed.

Fresh vegetables and especially raw fresh fruits, as dessert, are very valuable because of their content of vitamin and other constituents. Salads of uncooked foods, as lettuce and cress, should be included regularly. Water should be taken freely, especially to aid in the elimination of waste products in the body. The restriction of fluid intake so commonly indulged in may very easily result in harm to the body. In brief, a liberal varied diet, ample in amount and rich in sugars and fats, is advisable in the week preceding the tournament.

(3) During the actual tournament the chief thought of the coach should be to conserve the energy of his players in every reasonable way. Arriving at the place of play as directly and as comfortably as possible, the slogan of the day should be, "Keep off your feet." Often one sees a team going out sightseeing on the day of a game for hours at a time and indulging in recreative activities which burn up much needed energy.

Walking miles on hard sidewalks and attending entertainments are very fatiguing activities. Players frequently act as though they possessed two stores of energy—one for recreative purposes and an entirely separate one for use in basketball only. The energy spent in visiting a campus full of fraternity houses comes from exactly the same source that provides the energy to pivot, pass and shoot. Once that store of energy is used up, in part, by purposeless activities, it requires more food and a night of sleep to replace it. Many a close game has been lost by attendance on energy consuming and unnecessary activities engaged in earlier in the day.

Some relaxation is necessary and something should be done to relieve the minds of the players of too much thought about the game. To this end, a moderate walk of fifteen to thirty minutes in the open air, with the entire team including the coach participating is advisable. The team "clown" should be at his best on this occasion and the affair should be made one of laughter and jollity. This walk is well taken after meals—and after it, the rule should be "every one in his room." Rest is of equal importance to food in a several game tournament. A light lunch after the last game in the evening and then bed at the earliest moment, should be ordered. The boys should remain asleep in the morning as long as possible, allowing for a late breakfast. Arousing the team at six or seven in the morning to walk to the gymnasium and to practice prior to the tournament play is a useless and detrimental expenditure of energy. The appearance and condition of the court when free from spectators and without artificial light, is entirely different from what it will be under actual game conditions. If a team desires to run through plays on the strange court because it differs in size from the courts customarily used, that is a logical procedure. It is useless, however, to spend the time shooting goals. Baskets are all the same height and circumference and the actual experience of shooting at the strange goals under conditions of vacant seats and of lighting which will not prevail in the actual games, provides little advantage to the team. The extra work, the bath and the necessary excitement of the occasion, are detrimental in a situation where steady nerves, stamina, staying power and ability to play over and over again, are as great factors in success as is basketball skill. There is far less to be said against this

(Continued on page 48)
HAVE ATHLETICS REACHED THE PEAK

The question is frequently asked whether or not school and college athletics have reached the peak of their development. Twenty years ago in a certain Western Conference university when a stadium was being built some of the men on the faculty of the institution in question suggested that the building plans should be abandoned because in five years there would be no intercollegiate athletics. Today this stadium is about to be replaced by a much larger and more pretentious one. If anyone assumes the role of a prophet he runs the risk of being ridiculed. However there are certain things that judging from the past make for permanency in athletics and other factors which tend toward the disintegration of the same.

A quarter of a century ago the leading athletic sports were baseball, boxing, wrestling and track. Football was just getting a good start in the schools and colleges, basketball was unknown and track and field athletics were conducted usually at Caledonian games and in the form of hose races and at picnics and fairs. The schools and colleges were just taking up track and field athletics as an interinstitutional sport. Croquet was a rather popular pastime and tennis was played more or less as a game for the elite.

In the last twenty-five years golf has become the leading game in the United States as judged from the standpoint of the numbers who compete and tennis, baseball, football and basketball have crowded to the fore. There are two ways of judging the success of any given sport. First, in terms of the numbers who play, and second, by the standard of the paid admissions at the fields and parks. If we are to judge the permanency of a sport from the standpoint of the numbers which participate in the games it is clear that boxing and wrestling are not growing very rapidly in favor while all of the games that are listed as major sports in the schools and colleges show a steady and continuous growth. As regards baseball it still thrives as a professional game in the major leagues but it is not succeeding as judged from the reports of the minor leagues or as a professional or semi-professional sport in the small towns. This coming season eighty per cent of the colleges will support baseball teams and sixty-six per cent of the high schools. From this it might be deduced that baseball is not losing ground as an amateur sport under the administration of school and college authorities.

While the schools and colleges are practically all committed to the idea that all of the students should participate in athletic activities, yet it is probably safe to say that not half of the boys in the secondary schools and universities are as yet seriously engaged in
athletic sports. This being true it might be suggested that athletics will grow in our educational institutions until almost all of the young men enrolled in these institutions will be engaged in some form of athletics or other.

In conclusion one need not be a prophet to suggest that judging from the past, sports that will endure are those that are administered by responsible persons and are conducted on an amateur basis. In other words, so long as the school and college authorities continue to administer athletics according to the present accepted standards and continue to promote "athletics for all" programs we may be sure that they will continue to grow and prosper.

TWO CONCEPTIONS OF OBJECTIVES

The purpose of athletics is to win contests. When a man accepts a position as an athletic coach his sole aim and endeavor should be to accomplish results in terms of victories. It may be necessary to sacrifice a man now and then to achieve success but this does not matter—the individual players are but pawns who should be sacrificed, if necessary, to bring the winning score. If officials can be intimidated it is legitimate to threaten them in the hopes of getting the majority of the close decisions. Gentlemen's agreements regarding eligibility rules are "scrapsof paper." It matters not whether the rules permit the hiring of players; if a championship can be gained by playing hired men in amateur contests they should be used because the big thing is winning. This is one conception of the objectives of athletics.

Then there is another view held by some regarding the purpose and aims of athletics which is that the coach is an educator whose first responsibility is to the boys who play, and his second responsibility is to the institution he represents and to society. The men who have this conception of athletic objectives believe that through the medium of athletic activities qualities of character not tested by either a physical efficiency, or a Binet test, may be stressed and developed. They believe that athletes should learn to play their best, to carry on when punished, or when behind in the game, or the race, and to know the meaning of sacrifice. They further believe that all games should be honorably contested, that the rules should be scrupulously observed, and that gentlemen's agreements regarding eligibility and codes of ethics should be respected. The coach who accepts this view of athletics is committed to the task of improving citizenship.

A POOR SPORT

1. Alibis his defeats.
2. Takes unfair advantage of his competitors.
3. Shoots game on the "set."
4. Bombs fish.
5. Does not play the game according to the rules.
6. Bullies opponents and officials.
7. Violates eligibility agreements.
8. Is selfish—"Wants all of the best of it."
10. Disregards the rights of others.
FREE THROWING

BY

RAY HABERMANN

Winona State Teachers' College

Ever so often one picks up a paper and notes where such and such a team lost a game because of missing five out of seven free throws, or something to that effect. One will also see other accounts where a team won the game by their ability to make free throws. If a game is lost because of poor free throwing, the coach then starts to pay more attention to it; but as long as the team is winning, the chances are this phase of the game will be overlooked.

During the past two years we have kept a very close check on our free throwing and have found that practically twenty-five per cent of our games are won by its use. That being the case, it certainly is important to pay a great deal of attention to the matter.

Now that every man on the team has to be an expert with the free throw it takes a great deal of time for practice, but not so much as one would think if the practice is well organized. Many coaches tell you to have your men thrown one hundred free throws each day. We have tried that system and found one hundred to be too many; the men grew tired, lost interest, and their accuracy fell off. Then we tried fifty per day and found practically the same result. I happened to note when on the fifty per day schedule, that all the men did fairly well on the first twenty-five. We then switched to twenty-five throws per day and all the men had a higher average in a short time. Each man became a sixty per cent shot on free throws. We kept our chart as usual, putting down each day the number thrown and working on each man until he could throw successfully at least sixty per cent, in practice. We found that by paying strict attention to each shot and by not having the men shoot too much, that interest was maintained, better results achieved, and that practically every man shot his sixty per cent in games as well as in practice.
We have also found that it does not pay to have all the men shoot their fouls in the same manner, for men are anatomically different. We had two men who did not seem to have a fine sense of coordination in the hand and arms and were poor and inaccurate when shooting free throws by the underhand method. They were changed to the chest shot or overhand method, and improved at once, and are now as accurate as any of our other players.

Illustration One shows the starting position in the overhand method. The player comes up to make his throw; does not look at the basket, but makes sure that his forward foot is an inch or more from the foul line. A number of close games have been lost from time to time by a player not having his throw count because of his foot being on the line. So it is better to know that the forward foot is right before doing anything else. The foot which is back should be wide enough so that the player feels well balanced, and back far enough so that the toe is about even with the heel of the forward foot. This seems to be the best stance for a follow through shot. The stance in which the feet are opposite has not given good results, and could not be used in the overhand method.

After seeing that the feet are placed correctly, the ball is brought up so that it is in front of the player's face as shown in Illustration One, and he looks directly over it and at the center of the ring. This gives him good concentration and good aim. The ball is then brought down slowly until it comes to the position shown in Illustration Two, and as the ball goes down the knees bend slightly. The ball is then brought up in front of the chest as in Illustration Three, and is released as for the chest shot, with a quick straightening of the legs. The arms follow through as far as possible. This causes a leaning forward and a lifting of the rear leg as shown in Illustration Four. This follow through is very important, and the fingers should be kept on the ball as long as possible. The thumbs are placed back of the ball, and are the last to give it impetus, the fingers being the guiding factor. The turning up of the fingers and
the depressing of the thumbs just as
the ball is going up past the face
causes that slow necessary backward
english which is so important for a
successful shot. The english should
be just enough to guide the ball
properly and give it a little cut-down
if it should hit the backboard or the
back of the rim.

The underhand method of shooting is by far the more natural and
for free throwing it is a better way
of shooting than the overhand or
chest method. Fewer muscles are
used as well as finer ones, and the
fewer the muscles used the more
chance there is for fine coordination
and perfection of execution.

Illustration 5

The stance in the underhand shot
is the same as in the chest shot, the
toe of the back foot being about
even with the heel of the forward
foot; the feet far enough apart to
give proper balance.

The first position is shown in Il-
lustration Five, and should be taken
after the player is sure that his foot
is not on the foul line. Then the
player should look at the center of
the basket to get his aim. The ball
is then lowered as in Illustration
Six, and the knees go down to a
quick quarter squat and up as the
arms are carried outward and up-
ward toward the basket. The fin-
gers remain on the ball as long as

Illustration 6

Illustration 7

It has been found that it makes
no difference whether the lace is up
or down; but that the english has

(Continued on page 45)
One of the most difficult problems in the administration of physical training is the matter of grading and testing. Much pioneer work is yet to be done in working out methods of measuring both physical growth and development and those mental and moral qualities we claim physical training gives the student.

As physical training at the present time is being considered as an essential part of any school curriculum, pupils should be given credit for the work and colleges and universities should demand entrance requirements from high school students before entering. Students should be enrolled in classes of the same ability as in any other subjects and some definite means of measuring the accomplishments of the aims in physical training must be used from time to time to determine their classification.

In the gymnasium the measuring of physical proficiency is not such a difficult problem. Briefly, it consists of a group of activities which test the physical development and the growth in strength, agility, and coordination. A scale of points based on performance in each event will show where a

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<td>1. Leg raising</td>
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<td>2. Pull-Up</td>
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<td>3. Push-Up</td>
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<td>4. Climbing</td>
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<td>Standing</td>
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<td>5. Broad Jump</td>
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<td>6. Medicine-ball</td>
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<td>7. Far-throw</td>
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<td>7. Step and Jump</td>
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student is weak or strong and a final average of points will classify him as to grade. Taking the mean or average performance as a basis for grading up or down, a good system of estimating purely physical proficiency is worked out. As the number tested increases, this mean performance will become more fixed. Each school should work out its own system of points and resulting grades as the average performance will vary a great deal depending on the type of students, hours of work, and methods of instruction. The tests themselves should offer splendid physical training if practiced as regular class work.

A typical list of such activities for testing is shown in Illustration One.

1. **Leg raising.**

The activity starts from a hang on the horizontal bar, stall bars or high ladder. The legs are raised horizontally forward and completely lowered for one execution. The back should bend as little as possible and the main movement limited to the hip joint. Illustration two.

2. **Pull up.**

The activity starts from a hang on the horizontal bar or any other apparatus from which a hang may be taken. The chin must be raised above the bar and the body lowered to a straight arm hang for one execution. Illustration three. The hands should be in the under grip position and not upper as in the picture.
3. **Push up.**

The activity starts from the support lying position on the parallel bars or on the floor. The bars provide for better execution. A piece of tape is placed in front of the hands. Illustration Four. One execution consists of lowering the body until the chest touches the tape and returning to the support lying position. Illustration Five. *Note.* In One, Two and Three, the number of successive executions constitutes the record. There should be no rest periods between executions.

4. **Climbing.**

The activity starts from the stand with the grasp high on the pole or rope. In climbing the legs may be used or if the class is advanced, the legs may be raised forward using the arms only. The performance is measured by the number of seconds used in climbing a prescribed height. Illustration Six.

5. **Standing broad jump.**

A low spring board or a take off block placed against the wall or some apparatus offers a splendid take off. Illustration Seven. Use a mat which is securely fastened or execute without a mat. This activity is well known.

6. **Medicine ball throw for distance.**

This may be executed in a free
style or over the head. In throwing over the head, the ball is raised back of the head with the elbows bent. The trunk may bend backward. The throw is executed by a sudden extension of the arms and trunk. The feet must not leave the floor. Illustration Eight.


Use a take off as in the standing broad jump. The activity starts by leaping off both feet (from a stand) onto one foot, stepping forward with the other and then jumping forward on both feet to a stand. Every effort should be made to execute the three elements fluently and rapidly for distance.

All records are now transposed into points. The instructor should work out his mean performance and a schedule of points above and below that. The most simple system is to give points from 1 to 10 and additional points up to 15 for exceptional records. The mean should in that case be around 8 or 8.5. The final average may be worked out in the same manner as in the individual events and a grade given for each student for the entire test.

A typical final result might be as follows:

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**LESSON XII**

*Tactics*

1. Facing and halting while marching forward. While the class is marching forward in the long front rank give the command, "Face front (right) and—halt." When executed left, the command "halt" is given as the left foot strikes the floor. Step right forward facing left and close right to the left. For execution right is opposite.

2. Review combination of forming and wheeling.

3. Review Free exercises alternated with marching.

*Free Exercises*


8. Alternate 8 running steps in place (raising knees high) with 4 side stride jumps in place.

(Continued on page 50)
BASKETBALL AND BASEBALL

BY

JAMES ASHMORE

Mr. Ashmore was a famous athlete at the University of Illinois in the early nineteen hundreds. Since leaving Illinois he has coached at Millikin University, the University of Colorado, the University of Iowa and DePauw University. He has consented to edit a section in the Journal devoted to baseball and basketball. If Journal readers have questions regarding any phase of these two games they are urged to write Mr. Ashmore. Your name will not be used in connection with the question or answer.—

Editor’s Note.

Tournaments

This is the time of the year when the High School basketball tournaments are being played. Conducting a basketball team through a tournament is a trying ordeal on a coach. The players are naturally more keyed up over a tournament than they are over a single game even though that game may be against their greatest rival.

There is much confusion incident to a tournament. The several teams are coming in and must be quartered. The inevitable fan is present wanting the inside dope from the coach or the players. Then there are the crowds of noisy partisans at the games. All of these things tend to excite the players unduly. The coach would do well to keep his players away from as much confusion as possible. He should get the players located in the quarters they are to occupy during their stay as soon as possible. The coach or the team manager should be sure to get all the necessary information relating to the tournament. Information regarding the playing schedule should be obtained as soon as possible and the coach should find out when his team plays its first game. Further, the coach should learn in advance the location of the dressing room his men are to use. To have the proper diet for the men arrangements should be made with the hotel or restaurant proprietor in advance.

It is not advisable to allow the players to watch the games. The coach can watch the play of future opponents and instruct his players according to the things he learns about their tactics. If the players watch their future opponents they are very likely either to exaggerate or minimize their ability.

The coach may by applying his mind to the problem make tournament play less hard on his men in a number of ways.

These few suggestions will indicate that a coach should minimize the nervous tension on his men when they are in a tournament.

Strategy

A state college basketball tournament was once won by a team in which a piece of strategy was perhaps the deciding factor in the team’s success. The schedule of games indicated that in order to win, the team’s endurance would be tested as severely as its playing ability. The coach with this in mind started his second team in the first game. He allowed the second team to play the entire first half even in the face of much negative head shaking by other coaches. His second team finished the first half three points behind. The first team had little trouble in winning the game in the second half. There is little doubt that his team won the tournament, because the coach saved his first team by keeping them out of one-half of the game. This all happened long before Mr. Rockne of Notre Dame established the style by starting his second team in football games. At that time the substitu-
tion rule did not allow a player to return after he had been withdrawn from play. Under the substitution rule as it now stands a coach may make changes with less risk, than formally since the withdrawn player may be returned if the change proves to be detrimental.

It was observed that a certain coach usually withdrew his star forward five or six minutes before the first half ended. When asked why he did so, he explained it as follows: I know Blank cannot go at top speed for a full game. By withdrawing him five minutes before the intermission he can be sponged off and can get fifteen minutes' good rest. He does the team the most good when handled that way. Of course, I have a good defensive player to substitute for him. If we are as much as five points in the lead, I always give him an extra five minutes' rest, just before the intermission. Our offensive effectiveness depends upon Blank so it is important to have him work at top speed. These two incidents indicate that any coach by some study may employ tactics to the advantage of his team.

Questions and Answers

My team loses the ball in the scoring zone often before it gets even one shot at the basket. Does over-eagerness cause this, and if so, how may it be remedied?

Your mention of over-eagerness is the only cue your question gives as to the cause. Perhaps a description of the same fault observed in a college game this year might prove to be the cause of your team's trouble. The college team referred to used an offense that allowed the guard to dribble towards his goal. The forwards cut down the side lines. The center went down through the middle of the court. The guard was often able to reach the foul circle while at other times he could not go quite so deep. When he was stopped, one of the forwards would cut in the rear of the defensive guard, from the corner of the court towards the basket. The offensive guard would attempt a pass to the forward and the defensive guard would intercept the ball. This ridiculous procedure continued throughout the entire first half. There was just one thing wrong with the play. It was stated that the forward cut in the rear of the defensive guard. That was the whole trouble. The forward should have cut in front of the guard. The diagram shows the path the forward took and also shows the path the forward should have taken. A mere glance at the diagram should indicate the truth of this statement. If your forwards are cutting behind
the defensive guard, when he is near the end line, have them change to a cut in front of the guard and your team will not lose the ball so often near the basket.

Question—What is the remedy when the opponents solve the set system of offensive play my team uses.

Answer—Perhaps your offensive system is too standardized. Any system of offense should be more or less elastic. When one pass, that is part of the system cannot be made safely, there should be provision for a choice of one or more other plays that the player may make.

Your question brings to mind a college game that was played this season. The offensive system of one of the teams gave a choice of two passes at one point in the advance towards the goal. The offense referred to worked in this manner: The center went down through the middle of the court. The forwards went down the side lines one on either side. One of the guards advanced on a dribble and when stopped reversed and passed to the other guard. The second guard dribbled forward and watched for an opportunity to pass (1) to the center, (2) or to a forward. In event the center received the pass he in turn made a pass to a forward who was cutting diagonally from the side line. When the guard deemed it unsafe to make a pass to the center he would make a pass to one of the forwards. The guard then followed his pass and as he rushed by the forward he received a return pass. The guard dribbled down the side line and succeeded in going through to the basket a number of times. As the game went on the opposing team was able to stop each of these plays. Then the offensive team was forced to improvise plays after the guard had made the pass to the forward. The team scored more consistently on their improvised plays than they

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DR. P. E. BELTING
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had been able to do with their set style. It should be stated that the team was composed of experienced players.

Your difficulty might be overcome if you would provide for a choice of plays rather than hold to a rigid system of offense.

**Nomenclature**

It has been suggested by several of the coaches who have contributed articles for the Journal that there was need of a nomenclature in our various sports. I am suggesting the following definitions of some of the terms that are most generally used in basket ball. If you have other terms or do not agree with these won't you send in your suggestion?

The Court — Playing space bounded by the two side lines and the two end lines.

Side Line — The lines on the long side of the court.

End Line — The lines on the short sides of the court.

Center Circle — A circle with a two-foot radius in the geographical center of the court.

Goal Zone — Territory at each end of the court bounded by the end line, a part of the side lines and the zone line.

Zone Line — The line extending between the side lines parallel to the end line and passing through the foul line. (The Guide designates this line as the Goal Zone Line.)

Free Throw Line — The line which is part of the zone line within the foul circle.

Free Throw Lane — The space marked by lines three feet on either side of the middle point of the end line by lines extending perpendicular from the end line to the foul circle.

Backboard — Suspended boards six feet by four feet to which the basket is attached.

Basket — Metal ring attached to the backboard with a net suspended from the ring.

Foul Circle — Arc of a circle connecting with the free throw lines.

Goal — Act of scoring from the court. (Two Points.)

Free Throw — A player is allowed a throw at the basket without opposition. (One Point.)

Held Ball — When the play is stopped by the referee because two opposing players are in possession of the ball.

Time Out — Suspension of play by the referee without the loss of playing time.

A Foul — Infraction of a rule the penalty for which is one or more free throws.

Violation — Technical error which causes the referee to award the ball to the opposing team out of bounds.

Dead Ball — When the ball is out of play.

Tip Ball — The ball tossed up between two players by the referee at the center circle.

Jump Ball — The ball tossed up between two players by the referee anywhere on the court following a held ball.

Follow-in — Playing for rebounds off the backboard.

Re-delivery — The ball is caught on a rebound and a shot made before the player lands on the floor.

Tip-recovery — The referee tosses the ball between two players, one of the players taps the ball and then catches it.

Pivot — A player revolves finishing up facing the same direction that he faced before he made the manœuvre.

Reverse — A player revolves finishing up facing the opposite direction than that he faced before he made the manœuvre.

A Stop — A player with the ball in his possession comes to a halt.

Overhanded Pass — The ball is thrown by one hand from above the shoulder.

Double Overhanded Pass — The ball is thrown by both hands from above the shoulder.

Hook Pass — The ball is thrown from the outside with the hand
above the head or in front of the face.

Pull Pass—An underhanded pass with the fingers turned downward in grasping the ball.

Snap Pass—The ball is snapped from in front of the chest.

Slap Pass—The ball is directed by batting it when the ball is in the air.

Bounce Pass—The ball is made to strike the floor on a pass.

Side-arm Pass — The ball is thrown with the arm extended away from the body.

Lob Pass—An arched pass.

Pass-in—The ball is passed from out of bounds.

A Cut—A quick dash by an offensive player.

Set-up Shot—A player gets a close in shot with no opposition.

Push Shot—The ball is grasped with the fingers pointing upwards. The ball is delivered by an exten-
sion of the arms upward combined with a wrist snap.

Bulling the Game—Driving into the opponents instead of playing by the use of skill and cleverness.

Hook Shot—A one handed shot where the arm swings from the outside across in front of the face.

Pull Shot—The ball is grasped with the fingers pointing downward. The ball is delivered by swinging the arms upward.

Throw Shot—The ball is thrown from both hands from above the shoulder.

Early Baseball Practice

The baseball season for schools and colleges is short, therefore the more pre-season practice a baseball player can get the better it will be for him. Where indoor facilities are available practices should start soon after the first of the year.

Battery candidates may be given real effective training indoors. A pitcher should not throw too much nor use speed at the outset. After his arm gets accustomed to throwing, he may increase his speed. The pitchers should work first for pitching form and control. Most men reporting for a tryout for a pitching position are arm throwers and do not co-ordinate a body movement with the arm action. A pitcher needs body motion for control and speed and to give a smooth delivery and to lessen the jerk on the arm. It requires time and practice to get the body into the throw. The indoor work will have been worth while if the pitcher confines his practice to acquiring form and control, without working on curve balls. Half of the practice should be done without the wind-up. It requires practice to get “stuff” on the ball without the wind-up. Many pitchers fail because they are ineffective with men on bases, so they develop this knack in early practice.

The candidates for catcher will, of course, work with the pitchers. Have the catchers receive balls below the waist line with the fingers pointed downward. Most new catchers take even the low-balls with the mitt turned upwards. Unless a catcher acquires ease in taking the ball with the mitt turned downward, he will be a poor handler of low throws. On low outside balls, he will fight the ball and drop it, whereas, if he turns his mitt downward, the ball will strike the mitt from a right angle making it easier to catch. The catcher can also acquire a proper catcher’s throw indoors. Even though the space does not allow for a throw so long as from home base to second base, he may get the ball up to throwing position quickly and deliver it as a catcher should, even though the throwing distance is short.

Where gymnasium floor space permits, all the baseball candidates should be given practice taking ground balls. One method is to have a batter knock ground balls. Players take turns and play three batted ground balls, throwing the ball to a man stationed near the batter. An experienced and successful coach claims this practice is better on a board floor than on an inside dirt floor. Players should take ground balls in proper form. One very important point is to have a player move to a place directly in front of the ball. The ball should not be played to the side. Get in front of it, with the feet together. Half of the bend is in the knees and half in the back. The weight should be on the balls of the feet, that is, heels slightly raised.

Bunting

Bunting practice may be held indoors, where batting practice is impossible. In a game, well placed, a bunt is very often the means by which the game is won. When the situation in a game calls for a bunt, the ability of a player to place the ball where it should go is as important as for him to deliver a hit
when that play is needed. Let us concede then, that ability to bunt is one of the important features of a ball team's technique.

There are two methods of holding the bat in attempting to bunt a ball. One is to slide the right hand, towards the big end of the bat, as far as the trade mark. In the other method, both hands are transferred to a grasp at the trade mark. In either method the grasp of the hands is loose. A firm grasp will send the ball away too fast. The arms should be held free of the body. The player's object is to place the bat in the path of the ball's flight. The bat should be held parallel with the ground. The player should aim to have the bat come in contact with the top half of the ball. The bat is not aimed at the center of the ball. If the ball strikes the bat above the ball's center, it will be

(Continued on page 50)
THE AIMS OF PHYSICAL EDUCATION

BY

DR. P. E. BELTING

Director of Physical Education, University of Iowa

Dr. Belting was graduated from the University of Illinois with an A. B. degree. Later he received both his master's and doctor's degrees from Teacher's College, Columbia University. He played football at Illinois and for a number of years assisted with the coaching at his alma mater at which time he was a Professor in the College of Education. He has had experience as a player, coach, principal of a high school, college professor and now is Director of the entire department of Physical Education in a Western Conference University.—Editor's Note.

In discussing the aims of Physical Education it is necessary to explain some of the philosophical considerations involved in the use of the terms—"value", "objective", and "aim". The term "value" is used to denote the worth of an object for its own sake—an end in itself; or the term "value" is used to denote the worth of an object as it leads to something else—a means to an end. For example, the silver dollar among my possessions is valued because of the associations and sentiments clustering around it as it was handed down to me from my grandfather. In this sense it is an end in itself. On the other hand, I may purchase a room in a hotel for the night, in this case the coin is a means to an end. Thus a thing is of value according to the point of view from which it is seen—that is—it is an end in itself, or a means to an end. Other contrasting words such as "intrinsic" and "extrinsic", "immediate" and "mediate", and "subjective" and "objective" express the same idea. The terms "objectives" and "aims" each are frequently used in a similar way.

Aims in physical education vary from the very specific such as teaching a child to wash his teeth to the exceedingly complex such as developing good citizens through athletic games. The more specific the aim, the more directly can one shoot; hence the more specific aims of physical education are the more easily measured. Thus it is easy to tell how long it takes an athlete to run a hundred yards, but exceedingly difficult to estimate the amount of sportsmanship that is inculcated in him as a result of playing a game of football. But the broader and more general aims have more ramifications. To a certain extent the broader aims are better because they are more inclusive. If the list of aims is too long, it is very easy to become tangled and confused so that it is impossible to criticize one's own procedure. If the list of aims is too short, there is not enough chance for sufficient points of contact, different points of view, or different emphasis. Hence large portions of one's proper work may be omitted.

Educational writers of prominence from time immemorial have stated the purposes for which the school system has existed. The following table shows the similarities and dissimilarities of a number of aims of education as stated by different men:

It will be noticed that in each list of aims as stated in the table health is mentioned directly or implied. Public schools and colleges have now undertaken in a manner never before practiced, the serious devel-
opment of health and vigor. Health instruction, health habits, and health attitudes are becoming an important part of the country's educational program. Society in the United States for the first time is beginning to realize the necessity for providing nurses, doctors, suitable equipment and adequate buildings and grounds for the establishment of the most suitable standards of sanitation and hygiene among its youth.

The primary aim of a sound physical education program is the protection of boys and girls from disease and contagion and the development of bodily health and vigor. Health is an asset to a community, while sickness is a liability. For instance, the health authorities estimate that a minimum of at least 2,000,000 adults every day are incapacitated because of illness. Aside from the economic aspect, it can scarcely be imagined what opportunities in life are lost, what hopes are blasted, what ill-will is created and what troubles are engendered by ill health.

The small communities suffer even more than the larger ones. The mortality rate has fallen more rapidly per thousand population in the city than in the country. The homes in the city are more sanitary because the city had made a greater development in health standards. Progress in the science and art of living has developed faster in the city than in the country. The water supply, the sewage system, the methods of garbage disposal, heating, lighting and ventilating are better adapted to the development of health in city rather than in rural regions. Moreover, the hospital and medical service of the city are far superior to that which is provided in the country.

A difficulty with the health program in the country to a greater extent than in the city is due to the fact that the rural people more nearly approximate the individual-
ism of the early pioneers. Farmers more than city folks possess not only the virtues of the early settlers, but some of their defects as well. Generally speaking these democratic communities have rigorously main-

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This table shows the similarities and dissimilarities of a number of aims of education as stated by Inglis, Sneddin, Bagley, Bobbit, Bonser, Meriam, Spencer, Dewey, Small and Kilpatrick. The National Educational Association has stated the aims of education as health, vocation for livelihood, worthy home membership, good citizenship, worthy use of leisure time, command of fundamental processes and ethical character.
tained the colonial doctrine of individual liberty so that they have refused frequently to interfere with each other's physical welfare. Such interference was a limitation of individual freedom.

As a result scourges like whooping cough, measles and tuberculosis have not been effectively reduced or entirely prevented. In places in the United States such afflictions are regarded as private affairs. The country has grown away from pioneer conditions to such an extent that the community, large or small, must provide group controls.

The inertia that clings to so many problems of society must be overcome if public health is to be safeguarded and developed. An intelligent and scientific public attitude must be created relative to health. The community for its own progress must find the means and the time to cultivate the physical body adequately. Society must find a
way to make the health program one of prevention as well as inspection. However much children need remedial treatment, a more far-sighted policy will give physical and medical treatment to the strong and well in order to prevent them from becoming sick. Therefore, one of the important aims of education—and the most important in the minds of Herbert Spencer must be concerned with health.

A second aim of education as listed in the Cardinal Principles of Secondary Education is a command of certain fundamental facts, principles, and skills that are commonly needed in life and in many of the legitimate fields of study. A fairly large body of facts and principles have been developed in physical education just as in any other subject of study. Those who devote their time to this work have developed not only a subject matter but with it a method or technique as well. Even though physical education may have its own technique, that simply implies that to be of any immediate or ultimate service the material must come from and have a direct relation to life itself. Knowledge of the structure and function of the more important parts of the body, instruction in health, the development of health habits and health attitudes and the inter-relationship of mental and physical activity would therefore justify physical education as one of the ways in which a pupil may become the master of some of the fundamental considerations of living.

It is generally conceded now that no reflections are cast on the individual if one aspect or purpose of his education is vocational or utilitarian. A classic subject such as Latin is no longer studied only for knowledge's sake, but it too has been for centuries and is now used for vocational purposes. However, when any new subject came into the curriculum it was besmirched by its opponents as vocational or utilitarian. While a few still may criticize physical education from that point of view we can dismiss that as of little consequence in a serious scheme of education. Physical education is usually indirectly and sometimes directly vocational. No one will seriously dispute the value of a sound and healthy body as it helps an individual succeed in the struggle of life. There has been and still is some question as to the direct vocational opportunity of the individual who majors in physical education. One has but to study the laws which have been passed by over half of the states of this country to see the future demand that is to be made for teachers of physical education. Municipalities and states are now searching for well qualified playground supervisors, health teachers and directors of physical welfare not only for their children, but for the entire population as well. The National Government recently called a congress of recreational leaders from all over the country in Washington to discuss and formulate adequate plans for national physical welfare and recreation. Schools and colleges are continually on the look-out for the best qualified men and women in this field to assume positions as teachers and leaders of the entire student body. From a position of neglect to one of encouragement physical education is in many places being required of the entire student body. The athletic coach is implied in the discussion of the physical education teacher. Whether it be the teacher of one form of physical education or another, his salary is generally better than the salary in any other teaching position of similar preparation, experience or rank. Within the next quarter of a century, physical education will likely reach undreamed of proportions because people not only will have the
time to receive health instruction, but they will become convinced of the increased happiness and satisfaction that will result as the body is developed and perfected. This situation presents a vocational opportunity to the teacher of physical education for a life of service without parallel in the annals of teaching.

Worthy home membership as a desirable purpose of education is and must be accepted without question. Perhaps one of the greatest assets the school can secure in its youth on reaching maturity is sound physical energy and vigor. Common observation shows how many homes are wrecked because either the man or the woman does not possess the physical strength to discharge properly the responsibilities of life. Nervousness, indigestion, and fatigue are prominent factors in causing an unhappy home.

Moreover, those who have observed the utter lack of knowledge of the physical body in preparation for parenthood on the part of the majority of youth see a large field of preparation in functional physiology. Whether sex hygiene should be taught in the schools is a mooted question. Perhaps it shouldn't be taught until the teachers of physical education can teach it in a scientific manner. Were this done but for a generation, parents themselves would have sufficient knowledge to teach their children the necessary vital facts of life.

When the teacher of physical education receives a scientific education in his chosen field of service, he will be thoroughly familiar with selection, preparation and value of different foods in relation to health and sickness. Every woman who has or expects to have a home of her own should possess such knowledge and skill. One of the difficulties in the American home today is the failure in many of the women to see how knowledge and skill in the prepara-
tion of meals leads to health and happiness of the various members of the family. Poorly selected and inadequately prepared food and carelessness in the handling and preservation of victuals are frequent causes of undernourished and unhealthy children. What children shall eat and drink, how boys and girls shall dress, and the amount of sleep and recreation they shall have are more truly problems of physical education in the home than they are moral questions.

A fifth very important problem of education is the worthy use of leisure time. The United States has been so busy in the conquest of a new country that it has scarcely had time to play. But with natural environments subdued and the emancipation of larger and larger groups of society from toil and drudgery because of labor saving devices, wholesome recreation and play will be outstanding problems in education and physical education for the next quarter of a century to solve. There is no further need of trying to justify physical education from the standpoint of recreation and play, since people generally know both the physical and moral value of these two.

One of the large aims of physical education is the development of ethical character from the practices that are moral. The care of the teeth, the preservation of the eyesight, the development of habits of cleanliness, the problems of malnutrition and recreation: what we shall eat and what we shall drink may have ethical significance.

The athletic games furnish one of the best psychological situations in which to teach many of the so-called Christian virtues. The instincts of mastery and pugnacity have long been established in the human race. The fundamental motive forces that these instincts provide should not be eliminated from athletics, but re-directed toward the inculcation of such characteristics as perseverance against difficulties, tenacity of purpose, the will to overcome, obedience, self-sacrifice, subordination, co-operation, friendliness, loyalty, leadership, "ability to lose without sulking and win without boasting," a spirit of fair play, and the insistence on right as the rule in one's relations with his associates.

The athletic group rightly has held a place of prominence in the physical, intellectual and moral education of its members. The high school in insisting on clean sport has placed a premium on fairness and skill. That institution has gone a long way in eliminating a certain immoral type of athlete from the student body. As a result the ordinary athlete is no longer the "bully" who was led to believe that the best football player was the one who slugged the hardest. But the athlete now is idealized: in playing with great efficiency, he obeys the coach, abides by the decisions of the officials, and tackles the academic requirements in the same whole-souled manner.

Finally there is a direct relation between physical education and a nation's civic ideals. Ancient Greece developed a free-man's democracy perhaps for the first time in history. When one graduated from the schools of Athens the state became in reality the individual's Alma Mater. But the aim of individual excellence as a citizen was the harmonious development of mind and body. Development of one reacted on the other. Beauty, grace and symmetry of the body were as important as the same characteristics of the mind. As a result, democratic Greece attained a beauty of soul and a depth of intellect never surpassed by any other nation. Perhaps the heights to which Greece reached in architecture and sculpture would never have been possible except as she
worshipped at the shrine of the artistically beautiful human body.

The principal conception of the monastic peoples in the middle ages was asceticism. In original Greek the word signified the training, the endurance, and the discipline that were required of the athlete in preparing for competition. In the figurative sense, asceticism meant the discipline that was necessary to subject all of the desires, pleasures, and passions of the flesh so that the soul might be free for the things of the spirit. The early Christian people, unable to conquer the world on the spiritual side, withdrew from it. The highest ethical conception and the most vigorous spiritual health developed in proportion to the suffering of the body as the seat of all natural and material desires. The means used to realize that end were fasting, doing penance, mutilating and scourging the body and engaging in hard and severe forms of labor and physical contortions. Some of these people lived in the desert, dwelt in wells, housed themselves on the summit of pillars, deprived themselves of the necessary food and sleep, wore little or no clothing, neglected to bathe or care for the body in any way, bound their legs and arms with ligatures, loaded the body with chains and weights, slept on beds of stone, walked barefooted over the icy cold stones of the ancient monastery to the altar, and covered their bodies with ashes for the purpose of disciplining the flesh in order to develop spiritual health. Civilization today has not entirely escaped from this conception of physical destruction. When knighthood and chivalry were the civic ideals of the past, the mode of exercise and the type of game suggested the knight in armor equipped with the lance and the battle axe, as he rode in the tourney in leisurely pastime or in

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preparation for the more serious pursuit of war.

At the present time two conflicting ideals of government are struggling for supremacy. The one is autocracy; the other, democracy. The former has exalted the state; the latter, the individual. In the first, citizenship is conferred on the people by the sovereign; in the second, citizenship is a right inherent in the people. Physical education has played a prominent part in either instance. Autocracy consciously has utilized the physical prowess of the nation for war. Might makes right has been the accepted slogan. If the state is sovereign and can do no wrong, the individual is expressed in that superimposed entity. Consequently the educational ideals which include physical education of that type of society is to make leaders and followers—classes and masses. Especially the latter and by far the larger group have physical and military training for the purpose of making submissive, obedient, disciplined and patriotic citizens and soldiers.

The United States has committed itself to democracy in government and society. The educational and physical educational ideals are sharply contrasted with those of autocratic countries. While it is true that leaders are necessary it is equally certain that the level of intelligence of the great masses of people must be raised. Instead of submission and obedience to a few leaders chosen by the accidents of birth and wealth, freedom and equality require that leadership come only as a result of merit and ability. Team games in contrast to military and formalistic drills characterize the system of physical education in this country. A team in reality is but one of the groups of society that go to make up our democracy. In reality the team is one of the best examples of a social group in miniature. There is the widest opportunity for each individual to use his own individuality and prowess from which he receives his own reward. Then he must also work for the team as a whole and relate his efforts to the purposes of the entire group. The team then is more than a number of separate individuals; it is an organic unit. This organism furnishes an opportunity not only to make better individuals but also in making better individual players it is making a better team.

Democracy has come to be a symbol of opportunity. America above any other country has furnished a richness of opportunity that has led the people of the United States into many channels of success. Our children from tender years onward catch the vision of achievement in games with a result that it meets with the approval of their fathers and mothers. It is no wonder then that with social sanctions our athletic teams want to win.

The ideal of winning is a legitimate ethical conception which in itself is not worthy of criticism. To have taken away the tremendous ideal of winning would have deprived society of many of its great achievements. Business, governments, churches, homes, schools, have ever been desirous of success, but these institutions at times have used wrong methods for the accomplishment of success. Society should condemn the methods employed, because mankind has held before it the conception that the end never justified the means. If coaches, likewise, use wrong methods the remedy is in the reformation of the methods used and not in the elimination of the ideal of winning. To win, but by fair means, is a moral practice worthy of us all in our social relations.

This article has reviewed some of the philosophical considerations
underlying aims and it has compared the purposes of education as seen by a number of prominent writers. The seven aims of education as stated by the National Educational Association, namely—health, command of fundamentals, vocations for a livelihood, worthy home membership, worthy use of leisure time, the development of ethical character and civic ideals were each analyzed in relation to physical education.

In conclusion it should be especially noticed that the preceding discussion deals with the aims of education. Since physical education is but a part of education the same general aims should be the guides. This consequent overlapping is not a fault but a virtue inasmuch as the aims are but points of departure for the development in the pupil of what Dewey means by Growth—the complete and worthy living of all youth.

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Mr. Stafford believes that some confusion often exists in departments of Physical Education because in the matter of physical diagnosis physical examiners often encroach upon the field of the medical profession. Mr. Stafford, as Assistant Professor of Orthopedics and Physical Diagnosis at the University of Illinois, is well qualified to speak on this subject.

—Editor's Note.

Up to 1900 physical education failed to keep up with the various contributions of medical science and apply them and thus failed as a health measure. Today physical education is considered as an essential part of health education only in so far as it keeps abreast of the times. Since 1911 a great deal of stress has been given to “Health Education.” The aims of this movement are as follows:

1. To instruct children and youth so that they may conserve and improve their own health.
2. To establish in them the habits and principles of living which, throughout their school life, and in later years, will assure that abundant vigor and vitality which provide the basis for the greatest possible happiness and service in personal, family and community life.
3. To influence parents and other adults, through the health education program for children to better habits and attitudes, so that the school may become an effective agency for the promotion of the social aspects of health education in the family and community as well as in the school itself.
4. To improve the individual and community life of the future; to insure a better second generation, and a still better third generation; a healthier and fitter nation and race.”*

The physical educator and coach must be cognizant of this movement as a vital part in his program of physical education. The school authorities must recognize the necessity for health teaching in the curriculum. Parents must be taught the importance of this work. The child must be worked with and his interest aroused in better health.

The worth of the present system of education is measured largely by its product. The present army of over twenty-five million school children represent the future of our nation. Even a superficial study of existing conditions will reveal an alarming percentage of physical imperfections in the average school group. It is to prevent a further increase in this percentage of physical imperfections and to eradicate the existing imperfections and defects that gives Health Education its place in the scheme of education.

What is wrong with our present system of education? From the mental aspect there is little to criticize, but from the physical and moral viewpoints there is need for vast improvement. A student must do something more than acquire knowledge, no matter how important knowledge may be. Hygienic habits of living, which promote happy, robust health, must be correlated with the other subjects in the curriculum.

Public opinion is demanding that more attention be given to health. The public is slowly becoming actively aware of its low health standards. It has aroused itself from the comfortable philosophy which formerly allowed a person to believe that his or her “afflictions” were sent by the Divine hand. Even the modern flapper will soon realize that

*Report of the Joint Committee on Health Problems in Education.
high-heeled shoes and violations of the fundamental principles of body mechanics are the chief causes of her foot weakness—and not the wishes of an unjust God. Health is slowly but surely becoming “fashionable.” It behooves the physical educator to get in step with the health parade.

One of the most hopeful signs of progress in the last few years is the interest and activity along “Periodic Health Examination” lines. The average intelligent adult is realizing that it is an economic investment for him to take stock of his body each year and to make whatever corrections that are needed to keep a reserve in his bank of health. The next move is to have the school child and the pre-school child examined each year so that he may grow to the full power of his manhood without being constantly handicapped by the defects and diseases which are now common to children.

More attention must be given to

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The health of the school child. The impressions of childhood are tenacious. It is necessary that children be guided in proper health habits; be given a thorough understanding of fundamental principles; and be instilled with ideas of healthy bodies as moral obligations to themselves, their homes and their country. The child is a fit subject for health instruction. He delights in the knowledge of the simple things which relate to his daily activity. In younger children habits are not yet entirely formed and it is as easy to teach proper health habits as it to allow the child to fall into incorrect and harmful habits.

The primary aim of health education is to give health its rightful place in the life of the child. Such an aim works to give the proper training and instruction that will assure healthful living through childhood, adult life and old age. The American Child Health Association of New York has written extensively on this subject. The following is their offering as positive health habits:

1. A full bath more than once a week.
2. Brushing the teeth at least once a day.
3. Sleeping long hours with windows open.
4. Drinking as much milk as possible, but not tea or coffee.
5. Eating some vegetables or fruit every day.
6. Drinking at least four glasses of water a day.
7. Playing part of every day out of doors.
8. A bowel movement every morning.

Contributing factors in the program of health education:

1. Publicity campaign: Nothing can be done in the way of health education that borders on the compulsory or dictatorial. The community must be aroused to interest in the existing conditions and this interest and attention awakened by the desire for better health.
2. The Pre-school child: Too many children enter school with defects and diseases. It is necessary to set aside a specific time (May and June) for the examination of pre-school children. This allows the mothers sufficient time before September to have the various defects and diseases cared for so that the child may enter school in good physical condition.
3. The school child: Health examinations upon entrance into school detect various diseases and defects which, if not cared for, seriously interfere with a child's progress in school. The school is often blamed for the health conditions of its children. Unless parents insist on a careful medical examination of their children and do all in their power to have existing defects and diseases corrected or cured, the schools can hardly be blamed for the low health standards of its children.

Parents must realize that education in the schools does not take away from the parent all responsibility for the health of the child. The parents must do their share to safeguard the health of their children. A more enlightened understanding on the part of the parents will often raise the health standard of the entire school. Many parents are selfish for their children's education, e.g. The child has a slight cold and the parent is not willing to allow the child to lose its schooling. It is sent to school and often infects other children because that "slight cold is whooping cough" or some other disease.

4. Follow-up work. Nurses and physical educators must take care of the follow-up work as it comes within their scope of activity. The nurse acts as an assistant to the physician in the care of those who are in need of medical attention and the physical educator takes care of those who are in need of special exercises. Every examination re-
veals a certain number of defects and diseases which must be corrected if real health work is to be successful.

Physical educators are often lax in their treatment of those who are not potential athletes. More attention should be given to the flat chested individual and the undernourished child so that these children will enjoy more abundant health and vitality. The correction and prevention of abnormalities due to bad posture, malnutrition and preventable defects are just as much the duty of the physical educator as the production of winning teams.

Special Classes and Clinics:

a. The Nutrition Class. Each school should have provisions for the care of those children who are undernourished. These provisions necessitate first, a scale in every school, second, monthly weighing and measuring of each child and third, the proper correction of hy-

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gienic habits so that further malnutrition will be prevented.

b. Open-Air Schools. Undernourished children and those who have tuberculosis should be taught only in open-air schools. The results, where such schools are in operation, show marked improvement in color, weight, mental and physical activity, and attendance at school.

c. Posture clinics. Poor body mechanics and faulty posture are embarrassing to the function of the vital organs of the body and often cause ill-health. These clinics may be conducted by the physical educator.

5. The physician and dentist are of paramount importance in the health education movement. It is the initial work of the physician and the dentist in detecting defects and diseases that starts the movement on its way. Their assistance in correcting many of the diseases and defects further make them the vital parts of the health education program.

6. Cooperation of teachers and parents, and community. Teachers must be taught their responsibility in the health movement. Teachers in good health are better able to carry-on with their daily tasks and this better health is a good example for the children. Parents who are intelligently healthy are cooperative in keeping their children healthy. Unfortunately, parents are not generally healthy. They are poor examples of health. Physical education must carry its program into the homes and awaken parents to the need for better health. A wide-awake physical educator can do a great deal to arouse the community spirit for better health and sanitation. More healthful conditions throughout the community mean better health for the school child, better attendance at school, better attention while in school, etc.

The Bureau of Education, Department of the Interior, Washington, D. C., has published a number of Health Education Bulletins which should be in the hands of every physical educator. These bulletins explain in detail the various methods of working out the health education program. The American Child Health Association, 370 Seventh Ave., New York, has a number of pamphlets on child health which are very helpful.

In working with children it is necessary to use concrete illustrations which convey the health messages to the child in a language which is easily understood. A poster of a chubby boy drinking a glass of milk and the wording "Milk for Health and Strength" is a better health lesson for the average child than a dry lecture on the protein content and the vitamin "C" and its anti-scorbutic properties.

Scrap books, pageants, plays and other concrete things are used to allow the child self-expression in activities which portray healthy living. In the lower grades the old Mother Goose songs are paraphrased to teach health lessons. In the upper grades some of the popular tunes are used for songs which tell about healthy living, good posture, etc. The whole idea is that of correlating health with all the various activities and studies which occupy the child's school and play hours.

It is with the above in mind that the writer brings an important phase of health education which has its culmination in a big festival on May first. This is the day in which child welfare and health activities of the year are demonstrated in athletic events, health parades, poster exhibits and displays in the store windows. The theme of the entire story is Child Health. The average school child looks forward to this day when HE performs before the admiring crowd, in about the same manner as the very small boy looks forward to the magic visit of Santa Claus. The Promotion Department
of the American Child Health Association will cooperate with any physical educator who is interested in putting on a real health festival on May first.

Free Throwing
(Continued from page 18)

a great deal to do with the shot. The ball should be held lightly in the fingers, not in the palms of the hands, and should be held at the middle. In the underhand method there should be a slight upward motion of the wrists as the ball is released to impart proper English.

Foul shooting can be improved and every coach should make his men average their sixty per cent in each game. It helps to cut down the penalties and makes for a cleaner game and also increases the points your team scores.

Question: Should a pole vaulter in his run for the takeoff carry the forward point of his pole high or low?

Answer: He should carry the pole low enough so that he can plant it in the planting pit without lost motion.

LINE COACHES

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CHATS WITH COACHES

Mr. Arthur Murray, Director of News Service, The College of Wooster-Wooster, Ohio, has very kindly contributed the following article by Professor Remp:

The college varsity athlete more than holds his own as a student is the conclusion deducted from a paper read by Prof. Martin Remp, head of the department of Psychology of Wooster College, at the annual meeting of the College Physical Directors' Society at Hotel Astor during the holidays. Prof. Remp declared:

"The varsity athletes have the highest scores at all levels of scholarship."

"The difference between the athlete and the non-athlete is greatest at the lower levels of scholarship."

"The football men are better than the non-athletes at the lower levels but fall below them at the higher levels."

"The Scrubs (men who did not make the varsity team) are between the non-athletes and the football men."

According to the Army Alpha test which was given to three classes at Wooster College, the intellectual capacity of the varsity athlete was the greater. Football men, as a group, ranked below athletes as a whole but were higher than the non-athletes.

In scholarship the athletes and the non-athletes ranked practically the same for grades above C plus (about 85). Most of the athletes get grades of C (70 to 84) while most of the non-athletes are D students (60 to 69). Here is found the great mass of college students.

Dr. Remp also made a study of the attendance of college students and found that the athletes have the best record for school attendance. The total enrollment of men at Wooster College for 1922, 1923 and 1924 was 785. It was found that 27 percent dropped out at the end of the first year for various reasons, 24 percent at the end of the second year and 4 percent at the end of the third year leaving 45 percent who remained to be graduated.

A rule in the Ohio Conference bars participation in varsity athletics by first year men. Omitting first year elimination the following figures show just which men quit college and who complete their work.

All College—Sophs quit, 30%; Juniors quit, 5%; Seniors complete work, 60%.

All Men—Sophs quit, 30%; Juniors quit, 11%; Seniors complete work, 59%.

Non-athletes — Sophs quit, 36%; Juniors quit, 11%; Seniors complete work, 53%.

Varsity Athletes—Sophs quit, 10%; Juniors quit, 12%; Seniors complete work, 78%.

In "staying qualities" the varsity group excels all others.

Summing up, then, it would seem that brains are required for college athletics quite as well as brawn. It would also seem that that invaluable lesson of sticking until the game is over is so well taught on the athletic field that the varsity athlete carries it through to the finish and wins his college diploma.

Mr. Gosnell Layman of Columbus, Ohio, has the following worthwhile suggestions to make regarding High Jumping:

CHANGING THE FORM OF HIGH JUMPERS

"I am sure that every High School and College Coach has been confronted with the problem of changing the form of a high jumper, who could clear a good
height by using the old scissors jump.

"Some argue that it is not best to change them, while others will change them without hesitation. It is the writer's belief that even if they fail to jump as high by the use of one of the standard forms, the moral effect on the future athletes is well worth the effort required.

"'What style shall he use if he changes?' is the natural question. Let him try both and use the one for which he is physically adapted. The writer has experimented with both and will try to give some brief conclusions derived from observation.

"Most jumpers will prefer the Western Form for the following reasons: It seems more natural to approach the bar at a 45 degree angle since that is the same run used in the scissors. They merely change the side from which they run. There seems to be fewer things to remember in order to execute the jump properly. They do not seem to land in the pit so hard as they can turn slightly and land on their hands and feet, thereby lessening the chance for injury.

"If they attempt the Eastern Form they become confused in the run and turn as they go over the bar, and this requires a good deal of practice to master. Very few of them master the cut back, which pulls the body away and causes them to land facing the bar.

"It is very simple to explain that in the Western Form the jumpers land on the same foot they take off from while the proper kick, which straightens the body over the bar, seems to come natural to most of them. The only difficult thing is to teach them the proper lay-out above the bar, as most of them want to go over with the trunk higher than the hips and feet. This may be overcome by causing them to jump between two crossbars, the
top one lighter so it will not injure them if they hit it.

"With an athlete, who has never jumped, the Eastern is probably the easiest to master since there are no bad habits to overcome. The writer had one converted jumper who used the Eastern Form indoors and the Western outdoors. He could land on the mats better using the Eastern style than the Western.

"It is the writer's opinion that the average high jump is behind the records of the other field events. The only solution, as he sees it, is to educate the Coaches to the proper forms, and insist that they force the athletes to use them. Occasionally we find a jumper, who can clear a good height by the use of the scissors, but he could clear a much greater height by using one of the standard forms. It took a stinging defeat by one less physically equipped, to change Robusch, of Pittsburgh, who won the high jump at the Penn Relays in 1924. He mastered the Eastern Form in two weeks and won the State Interscholastic with a much higher jump than was humanly possible using the scissors.

"The Ohio Interscholastic Champion in 1923 and 1924, who cleared six feet by using the scissors, is now jumping well over six feet, as a member of the Freshman Track Team at Ohio State University. He is well equipped for a high jumper, standing over six feet, and is well developed with a wonderful natural spring. He is using the Western form and does not seem to encounter any difficulties with it."

Supervision of a Team Through a High School Elimination Tournament

(Continued from page 13)

practice of "trying out" a strange court by a team playing but one game and there is much more to be said in its favor. For tournament competition this tendency to burn up energy unnecessarily is to be deprecated.

Along this same line I advise against allowing a group of players to watch their opponents play. Almost all of the player-spectators will become so interested in the actual outcome of the game being witnessed and will become so partisan and so tense with excitement, that they will have the "all in" feeling of the ordinary spectators after watching the game for a while—again a waste of energy. Against this, some coaches set the advantage of having their boys learn of their opponent's style of play. In my experience, that is just a little less than no advantage at all. I have never yet sent a player, or for that matter an ex-player with no experience in scouting to watch and to report on a prospective opponent's style of play, but that he prophesied on his return an overwhelming victory for us. The other fellow always "looks rotten" to partisan eyes and allowing one's team of high school boys to sit in judgment on their prospective opponents is one of the surest ways of creating overconfidence.

(4) When to Substitute is a much mooted question. Since Coach Rockne popularized the "shock troop" stunt of leading off with a second team of good defensive strength, and winning, regardless, against the best of them, we now have "shock troops" in basketball, on every hand. It is perhaps fortunate that Rock's gang did not wear green ears! "Shock troop" methods proved to be winning ones in the game of football, where every scrimmage may result in the loss of a man through injury, and where for well over an hour the men are fiercely engaged in personal combat often under severe weather conditions which tend to exhaust them further. Rockne's defensive team, while glibly termed "subs," was an aggregation of football players of worth, all carefully coached by a
master hand and fully capable of giving almost any college team in the country a merry battle. If a basketball coach could send into a play a comparable defensive outfit, which will rarely be the case, the different character of the game of basketball still would make such a procedure very hazardous. A fierce defense, in football, can hold the score down close to zero for many minutes almost with certainty but it can not do so in basketball. In football the minutes so conserved for the regulars are of great value in the matter of staying power and in freedom from injury, while in basketball the ten or fifteen minutes so saved are of little moment if gained at the expense of a handicap of ten points or so. Any mature basketball player should be able to go at top speed for two full halves and crippling injuries rarely occur. On these premises I vote the best use of a substitute and essentially defensive team, to be in basketball, to retain a lead already secured by the first string men. In other words, I should say to reverse the "shock troop" policy and to send the subs in only after a lead has been gained.

(5) During a tournament the players should drink very freely of water to ensure good elimination of waste products and to aid in replacing the large amount of fluids lost through exercise. Massage of the limbs materially reduces the soreness and restores the spring to the muscles so that a good rubber is of much greater value to a team in a tournament than in the regular season.

These on the whole, constitute the major points, other than about actual playing technique and team methods, on which the younger coaches express diverse opinions. Methods of play and of training are rapidly becoming standardized in the various sections of the country, to the great advancement of the game.
A Year's Course in Physical Training

(Continued from page 22)

9. Running in place with raising straight legs forward.

Practice in Proficiency Aims

Practice of the various activities in squads. The best students may act as leaders and make demonstrations and give suggestions. A record should be taken from time to time to notice development.

Game

Members of the class should have practice in the more or less higher organized games such as volleyball, indoor baseball and basketball. To make competition more keen, regular teams should be formed in each class and a schedule drawn up. In volleyball, for example, two or three nets can be fastened together and placed lengthwise in the gymnasium with jumping standards for support in the middle. Three games can then be going on at the same time. In arranging your schedule, provide for officials among the members not playing.

It is important to stay on one game until a fair degree of proficiency is developed so that interest in that game will carry over.

Schedules may be drawn up for (1) teams in each class, (2) between teams of other classes and (3) a series between winners of each class.

In drawing up a schedule work out all the possible combinations and then place the games in the order wanted. A six team schedule for playing once around would have 15 games as follows:

```
1–2
1–3 2–3
1–4 2–4 3–4
1–5 2–5 3–5 4–5
1–6 2–6 3–6 4–6 5–6
```
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opponents, who charged through one zone into the territory of another defensive zone and by so doing gave the offense an opportunity for close-up shots.

When playing this style of defense, the other two players were free to shift about for open spaces from which they might receive passes when their team recovered the ball. But it was not long until the need for a still tighter defense was apparent.

In order to extend the defense farther out toward the center, to reduce the territory that each player must cover, and at the same time to make the circle of defense about the basket still tighter, a fourth man was called back to aid in the defense, thus leaving only one player to shift about the court to the unguarded spots and to be ready to receive long passes from team mates. This plan of defense came to be known as the four-man box defense. This style of defense is shown in a typical form in Diagram 2-B, which is drawn to scale.

In this form of defense, the two guards □4 and □5 always played back. Seldom did they go past the center of the court except to receive a pass for a long shot. In such case, one guard stayed back while the other went up. In no case did the rear guard let an opponent play in behind him. Note in the diagram the position of the guards when thrown on the defensive. The moment possession of the ball was lost, the guards dropped back to these positions. The forwards hurried back to the positions shown by □1 and □2.

As the opponents brought the ball down the court, the first two men who went through the defense were covered by the two guards, and the next two, by the defensive forwards. The forwards, as they rushed back to their defensive positions, might each "pick up" an opponent and stay with him until the ball was recovered.

The fifth defensive man usually stayed back to guard the shifting center, who remained in the territory of his own goal. Thus, with this type of defense, a four-man of-
This type of defense was used quite generally as late as 1919 and still is used to some extent. For instance, some teams who use the five-man defense advance one player, usually the one opposite the side where the strength of the offense appears, so that when the team on defense recovers the ball this player in advanced position can dash quickly for his own goal and into a position from which he can receive a long pass, or can come back up the court to meet the ball and be ready to pass to an open spot.

The four-man defense gave way to the five-man two-line set or mass defense, principally because of the continued development of the zigzag, criss-cross, and the revolving plans of offense. The floor space that four players were required to guard was too great a handicap for the defense to be able to meet the new offensive developments successfully, even though a four-man offense was all that was possible against this defense. On narrow courts, the four-man defense can still be used effectively.

The advent of the five-man two-line set or mass defense marks the full submission of the adherents of offense only, to the importance of a strong defense. It also marks the beginning of an impenetrable defense which is the beginning of the greatest perfection in defensive play.

Diagram 3 shows the general set positions for the five-man defense as practiced today. Most all successful present-day defensive methods are variations of this formation. Many coaches place their primary wall out near the center of the court and advance the secondary defense proportionately. The reason for this advance of the two defensive lines is to prevent any possibility of a shot over them and also to meet the offense before it has had time to form. The defensive lines should be so far out toward the center of

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the court that scoring shots over them will be of small percentage. The greatest danger to which the defense is subjected from this type of formation is that the offense will send men behind both defensive lines and then pass over them; or that the offense will draw the secondary defensive line back by sending two men through and then pass over the primary line to a player who has slipped behind it.

National Interscholastic Basketball Tournament

(Continued from page 10)

contact with people from various parts of the country and by the trips which the University of Chicago gives the boys while in the city.

Extreme precaution is taken by those in charge of the meet in the physical welfare of the boys. The games are arranged so that no teams are required to play more than one game a day except those teams in the finals. Each game of the respective teams is separated by 24 hours, thus eliminating the physical strain which is prevalent in a great many tournaments.

Realizing the great diversity in the interpretation of basketball rules throughout the United States, those in charge of the tournament have secured the services of Mr. Oswald Tower, who is a member and Editor of the Joint Basketball Rules Committee. It is their hope that through his observations at the Tournament and the contact which will be afforded with the coaches and players, a greater uniformity in rule interpretation can be accomplished. Mr. Tower will act as Chief of Officials, will have numerous conferences with coaches and other officials and as a result of his efforts a more healthy condition should exist next year.

One of the most worth-while results of the University of Chicago National Interscholastics is the support which it administers to the state athletic organizations which are fostering a standardization of good, clean, wholesome rules of eligibility. This event furnishes helpful momentum and has a great influence in creating sentiment in favor of a high standard in high school eligibility rules and in seeing that they are adhered to. No team is allowed to participate which is not in good standing with its respective association.

Too much praise cannot be given to the high degree of sportsmanship manifested by individuals and teams in the past tournaments despite the fact that each contest was intersectional in character and consequently was played with tremendous intensity. It was indeed inspiring to observe the boys cleanly fighting in loyalty to their schools and in fealty to their respective states, striving to bestow victory upon these. In every case, without exception, however, they were thorough Americans meeting victory modestly and defeat courageously. It could be clearly observed that the National Tournament is instrumental in breaking down sectional provincialism and promoting sportsmanship of the finest type.

Question: What is the National Federation of State High School Athletic Associations?

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One of the outstanding developments in the field of amateur sports is that of the growing importance of relay meets throughout the country. The University of Pennsylvania has conducted a Relay Carnival since 1895 and this athletic event has grown in importance until today it is the outstanding track and field meet of America. Mr. George Orton who manages the Pennsylvania classic year after year reports that the Penn Relays which will be held this year on April 24th and 25th will have a larger entry list than formerly and that a number of teams from outside the United States will compete.

The Drake Relays have been successfully conducted for the last fourteen years. They have grown to such proportions that it has become necessary to tear down the old stadium and build a larger one and further the building of dressing rooms near the stadium has been found necessary. The Greater Des Moines Committee and Drake University are now busy formulating plans for the new stadium and field house which should be ready for use before the 1926 relays are held.

Upon April 19th the second annual Ohio Relay Meet will be held at Columbus under the direction of the Athletic Association of Ohio State University. The first Ohio Relay Meet, which was held last year was an unqualified success and demonstrated the fact that there was a place for such a set of games in the Ohio territory. Most of the colleges in the Western Conference will send representatives to this meet and the many colleges that compose the Ohio State Conference will likewise be represented. The Ohio High School Athletic Association is composed of a membership of almost one thousand high schools. With so many high class high schools in and around Columbus the interscholastic section will not be overlooked.

On the same date that the Ohio Relays are being held Dr. Forrest C. Allen will conduct his third annual Kansas Relay Meet at the University of Kansas at Lawrence, Kansas. Lawrence is an ideal spot for a relay meet in that section of the country. The weather is mild early in April, the new Kansas stadium with its splendid cinder track provides both for the comfort of the spectators and makes possible the best performance of the athletes. Last year's Kansas Relays attracted athletes from all over the country and this year will undoubtedly be conducted on a larger scale than ever before.

On May second the Dakota Relay Meet will be held again at Sioux Falls, South Dakota under the management of Howard
Wood and Frank McCormick. The 1924 meet was one of the best conducted meets ever held in this part of the country. A large number of high school and university athletes gathered from the Dakota's and the adjoining states and all of the events were run off without any tedious delays.

Other relay meets including the Georgia Relays held each year in Atlanta under the direction of W. A. Alexander, the new relays being held this year at the University of Texas under the direction of L. Theo. Bellmont and the Rice Institute Relays under the management of John P. Nicholson show the growth and popularity of this sport.

It is interesting to note that the sports of today that are growing in interest are those in which there is a great deal of action. The relay race is the most attractive event on the track and field program. Some authorities are of the opinion that a relay race is the most exciting event in athletics. This possibly accounts in part for the growth in interest of relay meets throughout the country. Further, most of our great relay meets are very well managed and conducted. Track and field meets have not in the main appealed to the spectators in the past particularly because the managers have run them off so slowly that there have been long and tiresome delays between events. In the relay meets of today one event closely follows another.

The following lessons might be mentioned which have been learned from the experience of others in conducting relay meets, all of which contribute to the success of this form of athletics.

In the first place the officials for the most part have taken their tasks seriously and all co-operate

Illustration 1

Robusch of Pittsburgh winning the high jump at the Penn Relays last year. He is here shown clearing the bar with a jump of six feet two inches.
with the idea of speeding up the program.

Second, the athletes and coaches are not allowed on the track or in the enclosure and consequently the spectators have had a good opportunity for viewing the contests and further this has made possible the starting of events on time.

Third, in some of the large meets the athletes are not permitted to warm up on the track and field but are asked to conduct their preliminary practice on practice fields adjoining the stadium.

Fourth, one of the reasons why meets are often started late is that the coaches have difficulty in getting their numbers, tickets and instructions. Consequently it is now more or less the practice to give each coach his numbers and tickets in advance of the meet and consequently there is not the confusion at the gate or the stadium at the starting of the events.

Fifth, it has been found from experience that where heats and lanes are drawn on the field there is always a tiresome delay. At the Illinois Indoor Relays this year the management eliminated this difficulty by having the drawings conducted outside the track with the result that when the men lined up for the start each knew his lane and position.

Sixth, in most of the meets the officials use clerk of the course cards and this facilitates the running off of the meets and further gives a complete record of each event.

Rules for Relay Racing

The N. C. A. A. Rules for relay racing are this year the same as
formerly with the exception of the sentence in Section 2 which is printed in black face type. They are as follows:

1. Relay racing shall be between teams of two or more contestants, no one of whom shall run more than one relay, and only those contestants shall be allowed to run in the final heat who have competed in the trial heats. The contestants of the team must not be changed after a trial heat has been run.

2. A line shall be drawn 10 yards on each side of the starting line. Within this 20-yard zone each runner must pass the baton to his team-mate succeeding him in the next relay of the race. **No member of a relay team in order to relieve his team-mate may run outside of such zone.** The baton must be actually passed, not thrown or dropped by the contestant and picked up by the one succeeding him. Failure to pass the baton shall disqualify the team from competition in the (Continued on page 46)

Illustration 3

The above illustration was taken at the Pennsylvania Relay Carnival last year and shows Bohannon of Virginia winning in the South Atlantic States Mile Relay.
INTERCOLLEGIATE GOLF

BY

ANDREW KERR

Basketball and Football Coach, Stanford University, California.

Not many years ago there were two popular fallacies abroad concerning the game of golf. The first of these was that it is a rich man's game and the second that it is an old man's game. Both of these theories have been exploded with a loud bang. For members of exclusive country clubs, golf continues to be a comparatively costly pastime. As a general rule the members of such clubs can quite easily afford the expense involved. The fact that the cost and upkeep of a Pierce Arrow automobile is expensive does not deter a great number of people of moderate means from driving and enjoying a much more cheaply priced car. All over the country there are golf clubs where initiation fees and dues are quite reasonable and where golf can be played for a nominal sum. In addition to such clubs many cities and towns have municipal or public links at which the cost of playing golf is reasonable.

The argument that golf is an old man's game is answered by the multitudes of boys and young men of high school and college age throughout the land who are playing golf. The fact that a number of boys twenty-one years of age or under have won important tournaments during the past year is evidence that golf is also decidedly a young man's game. It is one of the glories of golf that it is an old man's game but is an old man's game which may be played better by young men. The fact that golf may be played by men past middle age is one very good fundamental reason why it should be encouraged among boys. The interest which has been aroused in golf has swept almost like wildfire to all parts of the United States.

It is only natural then that college men have taken up golf with great interest and enthusiasm and through these channels the matter of intercollegiate golf competition has been brought forcibly to the attention of the colleges and universities of the country.

At Stanford University there has been a growing demand from the golf players for a representative golf team. Inasmuch as the University does not own or control a golf course, a questionnaire was sent out in an endeavor to ascertain how intercollegiate golf competition has been handled at a number of representative colleges. We are very glad to report the result of our study from the replies to the questionnaire received.

The questionnaire was sent to approximately one hundred and fifty representative colleges and universities in every section of the United States. From these institutions sixty-five replies were returned. While this number is a comparatively small percentage of the total questionnaires distributed, yet it seems reasonable to presume that they represent the consensus of opinion of the schools that are interested in golf competition. The answers were from widely distributed parts of the nation, the greater number of replies coming from institutions in the East, Midwest and Pacific Coast with a few reports from the Southeast, Southwest and Rocky Mountain sections. The number of schools represented, their athletic prominence, and the different sections of the country which they include give sufficient data upon which to base some very definite conclusions upon the prob-
lem of intercollegiate golf competition.

According to the facts submitted by the various schools golf in the main is classified as a minor sport. However, there are a few schools in which golf is listed as a major sport, notably the University of Chicago, the University of Colorado and Northwestern University. At the University of Chicago there is no division of sports into major and minor groups.

Because golf is a comparatively new intercollegiate sport, the awarding of insignia presents a rather complicated problem. For those schools that have not worked out a definite plan for making awards for golf, the replies to the questionnaires may serve as a guide. In the great majority of cases the award for golf is the same as that given in the other minor sports. The basis for making these awards varies. The following are quotations from the answers of several schools and they indicate quite clearly the wide range of requirements for awarding letters: "Competition in any club or intercollegiate match"; "To each of the four men making the team"; "Playing in one-half the number of matches"; "Participation in seventy-five per cent of total matches played"; "Winning certain specified matches"; "Winner in one intercollegiate match"; "Participation in match with traditional rival"; "Representing the university in at least three matches and winning one match"; "To four-man team that wins three conference dual matches"; "Winning one-half or more of matches"; "Upon recommendation of coach"; "To each member of a championship team winning in an intercollegiate tournament, or winning the Eastern League Intercollegiate Championship"; "To four-man team winning first or second place in Missouri Valley Conference"; "On basis of team's standing in the Southern Intercollegiate Championship"; "To individual winner of Missouri Valley Conference Tournament"; "Men on four-man team that wins first or second place in Big Ten or Western Conference"; "Winning points or fraction thereof in the Eastern Intercollegiate Tournament or in the New England Intercollegiate Matches."

In addition to the awarding of the insignia for minor sports a number of prominent institutions award the major sports' letter for exceptionally meritorious performance. Harvard University awards the varsity "H" to the individual winner of the Eastern Intercollegiate Championship. As a recognition of his wonderful prowess as a golfer Harvard awarded Bobby Jones, the 1923 National Open Golf Champion, the varsity "H." Although Jones was a Harvard student he had not represented the University in golf. The University of Illinois awards the major letter to the team that wins the Big Ten Conference Championship and also to the individual winner or runner-up in the Conference Tournament. The University of Missouri grants the varsity insignia for extraordinary performance such as winning the Western Intercollegiate Championship. Cornell has awarded the major sport "C" in the case where the individual has made a particularly brilliant record. At Yale the major sport "Y" is awarded to the individual winning the Eastern Intercollegiate Tournament or to anyone winning any representative tournament. Jesse Sweetser as winner of the National Amateur Championship in 1922, was awarded a "Y." Of course, the University of Chicago, Northwestern University and the University of Colorado, which consider golf as a major sport, give the Varsity letter as a golf award.

The preceding discussion of awards for golf shows that great leeway is given and any school de-
siring to work out a plan for award-
ing insignia for golf should have no
difficulty in coming within the limits
herein prescribed. It is gratifying
to record the liberal policy of some
of the largest and most prominent
universities in awarding the major
sport letter for golf competition.
The old traditional, conservative
policy of making awards that
granted the varsity emblem to the
most important major sports only,
such as, football, baseball, track
and crew, is fast disappearing.
Awards should not be granted
promiscuously nor should they be
too easily earned but there should be
the opportunity for any institution
to honor with the varsity emblem,
any athlete who has achieved an ex-
ceptionally meritorious performance
in any recognized field of intercol-
legiate athletics.

One of the most vital problems
in the development of intercollegiate
golf lies in the fact that a great
many schools do not have their own
golf courses. The value of the real
estate involved and the cost of
building a golf course makes it a
very expensive item of equipment,
so costly in fact, that for many
schools it is prohibitive. If the
same equipment were provided for
golf as is provided for other sports
there would be an incredible num-
ber of men playing the royal and
ancient Scotch game. Most schools
that have golf teams have solved
the problem of securing a course
upon which to practice and to play
their matches. For those institu-
tions that control their own golf
courses this is an easy matter and
puts golf more nearly upon the
footing of other sports so far as
physical equipment is concerned.
Nineteen schools reported that they
either owned or controlled a golf
course. Of this number two uni-
versities state that their courses are
now under construction. Three
other schools have courses, partially
controlled by them, to which

students of the institutions have
access.
At Yale University the golf
course is being financed by the
alumni. A subscription of $1,000
gives the alumnus a life member-
ship and the revenue for the upkeep
of the course will be derived from
the fees charged students who use
it and from greens fees from New
Haven residents who may have the
privileges of the course during the
summer months.

Schools which do not control
their own courses make use of either
private clubs or publicly-owned
courses. In general the attitude of
the private country clubs has been
fairly liberal and they have been
willing to extend the courtesies of
their links to the teams of the
colleges. The conditions upon
which this courtesy has been ex-
tended vary. Two schools report
that they have free use of country
clubs nearby. In other clubs, a spe-
cial membership for college men has
been created which may be pur-
chased for a nominal fee of from
$15.00 to $50.00 a season. At other
clubs the payment of a greens fee
is required. At one institution eight
men are given the privilege of using
the golf course for which a charge
of $100.00 for the season is made
by the club, which amount is paid
by the college concerned. In many
instances the fees paid to the private
golf clubs are paid by the institu-
tions themselves. However, a great
many schools require the members
of the team to pay their own fees.
In some cases the country clubs
restrict the number of members of
the college golf teams that may
use their course. This number is
usually from four to eight, although
in a few instances the privately-
owned clubs make no restriction as
to the number that may play. Re-
striction as to the time of playing is
also imposed by some clubs, the ob-
ject being to have the college men
use the course when it is less likely
to be congested. In cases where
the schools do not have regular access to the links of a country club, most clubs are willing to permit their courses to be used for intramural or intercollegiate tournaments upon payment of regular greens fees. In fact, some clubs appreciate the publicity such matches give to their courses.

Not only the difficulty in securing courses upon which to play but the amount of money necessary to finance a golf team has also helped to retard the development of golf as an intercollegiate sport. Golf has often been referred to as an expensive game and the added fact that the golf matches and tournaments bring in no revenue has caused the athletic authorities at many schools to discourage the development and support of a golf team. The amount of financial support given by athletic authorities to golf varies from as little as $25.00 to a maximum amount of approximately $1,200.00 per season. In a few colleges where the golf enthusiasts are attempting to conduct a golf game without the full support of the athletic authorities there has been no appropriation for golf. One big university in the Middlewest buys membership in golf clubs for the members of its team as its contribution to the support of golf competition. An Eastern college pays $100.00 per year for the use of a country club for the golf team as its support of golf. The great majority of schools pay all traveling expenses and furnish balls for use in match and tournament play. Other schools pay all expenses except the buying of the player's personal equipment. Where a definite provision has been made for golf in the athletic budget the amount varies from $150.00 to $1,200.00. From the limited amount of data received, the average amount seems to be about $482.00 per season. This result is based upon the reports from only fourteen different schools and is doubtless quite a bit above the true average. A number of institutions that pay practically full expenses for their golf teams did not specify the amount of money expended. The conclusion seems to be that under ordinary circumstances a budget of from $300.00 to $500.00 will carry a varsity intercollegiate golf team quite satisfactorily, depending upon the number of matches, traveling expenses, geographical position and other local factors.

The number of matches played by a varsity golf team will depend upon geographical location and the nearness of natural rivals. Out on the Pacific Coast where the members of the Pacific Coast Conference are very far apart the golf schedule must, of necessity, be short. In the East, particularly in the vicinity of the large cities, there are a great number of colleges and universities in close proximity. In such localities a much larger golf schedule may be arranged and carried through. Based on the figures for the season of 1923, the number of matches held varies from two to fourteen. The schools in the Atlantic states average about eight intercollegiate matches per season and a number of these are arranged on the home and home basis. The teams in the Big Ten Conference average about five dual meets each year. This is also about the average of the Middlewestern teams that are in the Missouri Valley Conference. In the South, on the Pacific Coast, and in the Rocky Mountain section, with the exception of the University of Colorado, the number of matches is much less.

In addition to dual matches there are a number of general intercollegiate tournaments conducted. The most important of these are the Eastern Intercollegiates, the Big Ten Conference Tournament, the Missouri Valley Conference Tournament, the South Atlantic Tournament and the Rocky Mountain (Continued on page 54)
EDUCATIONAL AIMS IN COMPETITIVE ATHLETICS

BY

FIELDING H. YOST

The following address was delivered by Fielding H. Yost, Director of Intercollegiate Athletics of the University of Michigan before the Illinois Schoolmasters' Club in Bloomington, Illinois. The JOURNAL feels that it is to be congratulated on being permitted to print such articles on the objectives of athletics as those which have been contributed by Dr. Kennedy, Dr. Belling and Fielding H. Yost. While Mr. Yost is best known as the Football Coach and Director of Athletics at the University of Michigan, he is also recognized as one of the leading educators in the nation.—EDITOR'S NOTE.

Fundamentally the purpose of all education is to build men. The test of an educational experience is that it contributes to the growth of the individual.

With this definition of education it becomes the greatest business in the world. If we are successful in building the right kind of men there will be no social problems, no economic problems, no political problems, no international problems—the home, city, state and nation will all be All Right.

To build men we must work with boys. The boy today is the man tomorrow and the man is not going to be very different from the boy. The job of building a man must be begun very early and it must be practically completed when the boy reaches the age of twenty-one. After twenty-one a man's surface may be altered but very little can be done to change or reconstruct the fundamental qualities of his character.

The job of making men can best be achieved by developing simultaneously the four fundamental parts of man's being. The head, heart and hand all need training to the end that the boy may have a keen intellect, a sound character, and an active, healthy and enduring body. Furthermore, if the boy is to grow into a really useful man there must be implanted in him high desires. His head, heart and hand need direction. There must be some quality which will determine the use to which they are put. Every man needs what might be called volition or action qualities that will translate into activity the products of the other three parts of his nature. The head, heart and hand need a general to command their activity and determine the uses to which they are put.

Man power can be expressed by a quadrangle each side of which is represented by one of man's four dimensions. If any one dimension is short his power is diminished by just that amount. We must, therefore, build intelligence, character, physical soundness and volitional power.

Now this problem of making the boy into a man—developing his all around man power—rests principally with three agencies—the home, the church and the school. But however much may be done by other agencies the problem continues as the basic function of the school. And it is the part the school may play in this many-sided problem that we are to discuss tonight.
My very presence here, it seems to me, is most significant. It marks a change in attitude. If I interpret the signs aright it means that you gentlemen, as representative of the schoolmen of the country, are alive to the educational values in competitive sport and recognize the important part they may play in the school's function of making boys into men.

Public moneys are expended in the support of schools to the end that the State may have better citizens—citizens that are prepared to lead lives that are both useful and happy. This means that schools must cultivate intelligence. But it means just as surely that they must build characters that will be trustworthy and dependable and bodies that will be strong and enduring.

No man can be happy unless he is possessed of bodily health, and no man can be of his greatest usefulness unless he has strength and endurance. To this end athletics and physical exercise have a vital part in education.

Perhaps, a century ago schools existed for intellectual development alone. They were for the preacher, the teacher, the government official, the lawyer or the doctor. They catered to an aristocracy.

Education of today has changed. The objective is wider. Although some schoolmen still cling to the old idea, most educators and nearly all the tax payers now realize that to develop intellectuals only is not sufficient. Along with mental training must go physical and moral development. The trained mind must be housed in a sound body and actuated by high desires. The modern schools and universities must be all-round democratic training fields for life.

At the National Conference on Outdoor Recreation held in Washington, May 22nd, 1924, President Coolidge spoke, in part, as follows:

"For a long time one of the ideals of perfection has been that of a sound mind in a sound body. When most of our original educational institutions were founded, they at first served a race of pioneers. They were attended by those whose very existence depended on an active outdoor life in the open country. The most universal custom among all the people was bodily exercise. Those days long ago passed away for most of the people of this country. With the development of our industrial and commercial life, there are more and more who are engaged in purely clerical activities. All of this makes it more necessary than ever that we should stimulate every possible interest in out of door health-giving recreation. School and college athletics have become necessary."

President Coolidge has sounded the keynote. When our schools were founded, physical exercise took care of itself. The need was for intellectual training. Now we have the automobile, the train, the street car and countless mechanical devices for eliminating physical activity. For the satisfaction of most of our wants we need only to press a button, turn a switch or ring a bell. Certainly, now, THE NEED FOR PHYSICAL TRAINING IS FULLY AS PRESSING AS THE NEED FOR MENTAL TRAINING.

A year or so ago the opinions of a number of eminent educators were sought on what they believed to be the greatest educational need in the United States. Dr. Charles W. Eliot, in replying made, among others, this recommendation:

"Put into every American School universal athletic training"
Mr. Ashmore was a famous athlete at the University of Illinois in the early nineteen hundreds. Since leaving Illinois he has coached at Millikin University, the University of Colorado, the University of Iowa and DePauw University. He has consented to edit a section in the Journal devoted to baseball and basketball. If Journal readers have questions regarding any phase of these two games they are urged to write Mr. Ashmore. Your name will not be used in connection with the question or answer.—EDITOR'S NOTE.

Tactics for Baseball Games

The different athletic games have certain characteristic tactics which are peculiar to each game. In basketball the "stall" has come to be recognized as a legitimate form of team tactics for a team that is leading, when the remaining playing time is short. Football teams often resort to means that will consume playing time when the score is in their favor, or take to a forward passing campaign late in the game when behind in the score.

Baseball as a game allows for as much, if not more, team tactics than the other games. There are tactics for different types of baseball games, which have become generally recognized by baseball players. Old ball players have taught the things they have learned by hard experience to the younger players associated with them. Thus, these tactics are a development from experiences in games, and have been handed down from generation to generation. Any player who has had experience in good baseball will recognize that the things explained later in this article are commonly used.

By grouping the different kinds of baseball games under three headings it will be possible to explain some of the tactics for each type of game. The three kinds of games are: A game with a close low score; a game with your team leading; a game with your team behind.

Take the first named type of game where the score is close and low. In such a game the pitchers are proving effective to the extent that runs are hard to get. Any kind of a break may decide the outcome of the game. A base on balls by the pitcher might allow the opposing team to win. One stolen base might result in a run that would decide the game. Therefore, a clever base runner should be alive to that fact. If he can get a lead where he believes he has an even chance to steal even though the opponents make a perfect play in preventing his steal, he would do well to take that even chance. The opposing catcher may not make an accurate throw. In case the player is successful, whether by merit or a misplay, it disturbs the opponents. Your team is not hitting in runs so force your opponent to make plays that require accurate execution. You should send a runner on home on a desperate chance, especially when two are out. All reasonable chances when on the offensive should be taken. Employ the sacrifice with no outs to advance a base runner. Give the opponents an opportunity to make a bad play. Work for a base on balls. Give a good hitter permission to "take picks," after your team has been waiting out the pitcher. He may decide that the

(Continued on page 31)
WHY A DIFFERENCE IN SPORTS?

That there is a difference in the codes of ethics which pertain to the various sports must be apparent to all. For instance, no one would think of shouting at a golfer who was about to drive off the tee; yet it is considered perfectly all right to hoot at a pitcher or batter for the purpose of distracting his attention and of interfering with his performance in the box or at the plate. In tennis, where the players call the plays, it is the universal practice for each man to give his opponent the benefit of the doubt on close decisions. In some of our other sports it is considered legitimate to intimidate the officials so that they will give certain teams the majority of the close decisions. In other words, in certain sports the gentleman's code prevails while in others the playing standards are not on such a high plane.

If two small towns arrange for an intercity golf match it is not customary to hire outside players to represent the towns in question. However, when a small town organizes a town baseball team, the thought in the minds of the management is what professional ball players can be hired from a distance to represent the local communities. In other words, in the minds of the public golf is a game for the players and baseball outside of the schools and colleges is looked upon as a game for the spectators. It is interesting to philosophize as to why this is true.

Carrying the thoughts suggested in the foregoing paragraph further, if a town or small city organizes a ball club primarily with the purpose of furnishing amusement for the persons who may care to witness the game it stands to reason that only a few men will play the game. If this same town were to spend the same amount of money and effort in organizing amateur ball clubs for the boys a great many more would engage as players in our great national game.

In our schools and colleges it has been demonstrated that it is possible to have both varsity teams and intramural teams. For instance, Ohio State University this winter has a basketball team which represents that great university and at the same time two hundred eighty intramural basketball teams are competing in the intramural tournament. Of course, the difference between the highly organized team in college and the professional team in the small town is apparent. In the former the players do not receive any pay for playing and in fact the profits from the games are used to finance the intramural program. In the latter the chief expense item consists of the salaries paid the players and there is no profit left over for the boys who are less proficient players. A great many people make the mistake of comparing our varsity teams with the professional baseball teams, but when they do they forget this point.

In some centers commercial interests are attempting to conduct football and basketball on a professional plane. If they succeed and
these two amateur games become highly professionalized, football and basketball will ultimately suffer just as baseball is suffering today. This is not based on any highly theoretical conception of amateurism, but rather on facts which will be manifest to anyone who may care to take the trouble to study the underlying principles which govern our great national games.

While it is true that our school and college sports are continually being improved as regards sportsmanship and administration not so much can be said regarding the administration of town athletics where there is a woeful lack of proper administration. Perhaps the school and college coaches who have made a success of administering their athletics should assume some responsibility for the administration of athletics in their communities outside of their own institutions.

When Yale plays Harvard, or California plays Stanford, or any of our leading universities or high schools meet in their annual football games these contests are looked upon as society events. The games are freely attended by the prominent men and women in the various sections of the country in which the games are held and no one apologizes for taking his mother, wife or sister to such an athletic event. This same thing holds true for all of our amateur games such as golf, tennis, football, basketball and track. On the other hand, very few men take their wives to professional boxing and wrestling matches and in a great many parts of the country unorganized professional baseball is not supported by the best citizens of the community. Here again may be noted a difference in sports—some sports having the support of the best people and others being looked at askance.

WEALTH AND ATHLETICS

Someone has suggested that since men of wealth have more time to practice athletics than men who must needs work for a living that some kind of a rule should be passed placing a limit on the amount of practice the former might be permitted to have previous to championship contests. While it is true that the rich man's son may be able to spend his summer playing golf or tennis or baseball and thus get some athletic training which the other boy who does not have so much financial backing does not get, yet there are some compensations.

For instance, the boy or man who is content to spend his time in idleness probably does not have the drive or force of character necessary to bring him the greatest success in athletics. A large number of our best college athletes are men who are largely responsible financially for their own education. The boy who has learned to fight his way through life is more apt to know how to fight his way through a broken field than the one who has always gotten what he wanted for the asking.

Under the present system of administration of school and college athletics the poor boy is given the same equipment and training as his richer class mate. In other words our sports are conducted on a democratic foundation so far as these items of expense are concerned. Beyond that it is not necessary to go. The real man who is a champion at heart will not ask that things be made easy for him but will glory in overcoming obstacles both on the athletic field and off of it.
FUTURE OF THE JOURNAL

Since the Athletic Journal was launched as a trade magazine for the athletic coaches and directors in the schools and colleges four years ago a number of other magazines of similar character have been started. Some of these have been forced to suspend publication. In the last quarter of a century a number of attempts have been made to publish athletic magazines of one sort or another and most of the ventures have met with financial failure. Since these publications have not been long lived the question is sometimes asked as to whether or not the Athletic Journal may expect to be permanent. With that in mind we would like to take the coaches into our confidence and tell them something about the present standing of the Journal.

The Journal has so far been able to meet all indebtedness and in fact has each year expanded and it has plans for further expansion as its growth warrants. The Journal's present sound financial condition has been due first to the fact that national advertisers appreciate the fact that the athletic coaches and directors are the buyers of equipment in their institutions and they realize the importance of establishing contacts with the men who not only buy the equipment but also set the athletic equipment standards in the educational institutions. In the second place the coaches and directors believing that such a publication was contributing something to the cause of athletics have freely contributed articles and exchanged ideas through the medium of the Journal. Further, the Journal was started not with the idea that it would pay financial dividends, but with the hope that it might be of some value to the athletic coaches. We have been led to believe that in a measure the Journal has helped to make the coaches better acquainted, has been the means of suggesting ideas on the technique of coaching and possibly it has assisted somewhat in upholding athletic ideals of sportsmanship.

Next year the Journal will again be in the field doing what it can to serve the cause of athletic coaching in the schools and colleges.

A CORRECTION

In a recent number of the Athletic Journal appeared a report of points won by college men in the last Olympic Track and Field Meet. Our attention has been called to two errors in the tabulation. First, Glen Graham, who tied with Barnes for first in the pole vault and in the jump-off won second, was a sophomore last year in the California Institute of Technology. He was listed in the Journal tabulation as a high school student. This was an error which we are glad to correct.

Further, Kaer, of the University of Southern California was credited with having won five points in the Pentathelon when he should have been credited with two points instead. With these changes the total points scored by college athletes in the 1924 Olympics should be 200. The total points won by non-college or non-school athletes should be 11 and the team points should be 24. This, it may be repeated, indicates that almost all of the men who scored for the United States in the last Olympics were trained in the schools and colleges of America.
THE STATUS OF BASEBALL

Under the column headed Chats with Coaches we present this issue, an editorial written by the editor of the Grand Haven, (Mich.) Tribune regarding baseball. In the last few issues of the Journal an attempt has been made to present some thoughts regarding the subject of the diminishing interest in baseball. From certain studies which have already been mentioned it has seemed to us to be clear that not so many boys were playing baseball today as a few years ago. The Grand Haven editor supports that conclusion. It would be interesting to know whether the school and college coaches can support this conclusion based on their experience in athletics and their knowledge of summer baseball. We would appreciate it if the coaches and directors would write us briefly stating whether or not they agree with the editorial in question.

CHILD HEALTH DAY

In another section of the Journal will be found an article by Mr. George T. Stafford, of the University of Illinois, on Child Health Day. The American Child Health Association of New York is doing a tremendously worth-while work in calling attention to the need of emphasizing the value of health from the standpoint of the child. If the twenty-five million school children of today learn the proper lessons respecting health and hygiene the next generation of citizens will be infinitely better equipped for life than was the present generation.

ARE COACHES EDUCATORS?

It frequently is suggested that the administration of athletics should be in the hands of the educators and not be left to the coaches and athletic directors. While no one should have any quarrel with a man who would insist that the principal of the high school or the president of the college should have the final responsibility relating to the administration of athletics in his institution, we must take issue with anyone who would contend that the coaches and directors are not educators just as much as those who are engaged in teaching the so-called academic subjects. Those who read Dr. Belting's article in the March Athletic Journal must have been impressed with the thought that most of the famous educators who have attempted to outline the objectives of education have recognized the fact that the work that is being done by the athletic men has a place in the educational world. If this is true then certainly the men who are entrusted with this phase of education are educators according to the modern conception of education.

If a coach is not an educator in the real sense of the word then the school or college that employs him is at fault. Doubtless some coaches are not animated by proper educational ideals and possibly the same may be said of some men who are teaching academic studies. In fact the right kind of coaching has its place in the educational work and the wrong kind of teaching of any sort should not be permitted in any school or college.
FOOTBALL HURDLES

BY
R. E. HANLEY
Director of Athletics, Haskell Institute

Director Hanley was a member of the Washington State College football team in 1915, 1916, 1917 and 1919, being captain his senior year. He was an All-Coast quarterback during his playing career, and also received mention by Walter Camp for the same position. In 1918 he was captain of the Western Service Champions—the Mare Island Marines. During 1920-21 as coach at the Pendleton (Oregon) High School, his teams won championships in every branch of sports. Mr. Hanley has been Director of Athletics and Coach of Football at the Haskell Institute for the past three years. His record for five years’ football coaching is: Won 47 games, tied in two, lost six.—Editor’s Note.

It is often stated that mediocre backs can make plenty of yardage carrying the ball behind a strong line and that the best of backs are relatively helpless behind a poor line. This is undoubtedly true but this statement should not be construed to mean that the work of the line is all important and that all-round excellent performance on the part of the backs should be overlooked. If a team is to become an outstanding one, it must possess, in addition to a strong, hard charging, intelligent line, a backfield which should be as well coached and as well versed in the knowledge of their particular style of play. It is certainly a fact that often teams with a hard-hitting, fast charging, offensive and defensive line remains an ordinary team throughout the season because of the fact that they have no outstanding backfield star. There have been many illustrations during the past season where one extraordinary back transformed a team of ordinary caliber into an outstanding aggregation. This does not mean, however, that the work of this particular star is more important than the coordinated efforts of the other members of the team. The team must be a machine and then if the outstanding work of some particular man may permit him to outshine his fellow players, well and good, but the thing to bear in mind is that all phases of football and the fundamentals of the game should be stressed. A coach cannot afford to stress the coaching of his backfield to the neglect of his linemen. There is at present a tendency for all coaches to spend more and more time in individual and concerted instruction of line play, with the natural result of highly improved line-playing throughout the country. In general, linemen in all sections are receiving basically the same type of instruction in offensive and defensive methods. Of course, there are the two types of offensive charging, that of the wide base and that of the sprinting start, while on defense various coaches differ in opinion as to the advantages of the crouching and standing types of play. Generally, however, line play resolves itself into one of these two classes and the same general instruction is given, in accordance with the particular style the team happens to play. Naturally, then, there is not the opportunity nor the possibility to experiment with individual instruction in the line that there is in the backfield. When teams of equal strength meet in the big games of the season, it is a rare occurrence when one line decisively outplays another. Consequently, when the line play of one of the contending teams offsets that of the other, both offensively and defensively and vice
versa, the game then resolves itself into a battle between the individual and collective ability of the backs, assuming, of course, that the offensive power of the two teams is equal. When this condition is true, the individual ability of one or all of the backs is the factor that is most likely to turn the tide in favor of the winning eleven.

In general, backs may be broadly divided into two classes—first, the hard-driving runner, and, second, the shifty, side-stepping back who combines a change of pace with his ability to dodge and swerve thereby being very elusive in an open field. The latter class is rarer in number than the plunging or driving backs. This is true primarily because of the fact that all men are not naturally shifty. Unless a man possesses this natural ability it is impossible to develop him into the ultra-elusive type through the use of any mechanical device or appliance. However, should he show an indication of cleverness in dodging, veering or side-stepping, he can be made a very much more proficient broken-field runner through the use of certain devices and by constant practice and experimentation on his part. The hard-driving type of runner may also be given fundamental instruction along these lines which will greatly improve him as an all-round backfield man, even though he may never pick up all the tricks of his more clever teammates.

It is in consideration of the above that the use of football hurdles is recommended. Any backfield man can be taught through this medium to run with choppy strides and high knee action. The correct form of practically every type of running and change of pace that a good backfield man should possess may be taught through the use of the hurdles. Short, powerful strides with knees high may be alternated with a swerving run through two lanes of hurdles. Swerving, side-
stepping and change of pace may be made almost instinctive by the continual use of this equipment.

The hurdles are built of 2x4 inch pieces hammered into the ground until they are 14 inches high. These are joined together at the top by a 2x4 two feet long. The top side of the 2x4 should be flush with the tops of the vertical 2x4’s, making a hurdle 14 inches high. These hurdles should be spaced at eight-foot intervals in a single lane. The second lane should be placed so that each hurdle is interspaced with those of the first row throughout the lane. It is well to set three 8x8 posts—one on each side of the lane and one between the two lanes, exactly in the center of the lane. Similar posts should be placed at one end of the row of hurdles. The center posts should be padded and the outside ones may be eliminated and stiff arm practice used instead by the runners while going through the exercises.

Illustration 1

The backs should be lined up in single file, with a center at the side of the first hurdle in the first lane. If the direct passing is to be excessive, the file leader should be placed about four yards behind the center and directly in line with the first row of hurdles. If the indirect pass is used, the quarterback should take his place behind the center. In either case, the ball is snapped on a given signal and the file leader starts with short, snappy steps, bent forward at the waist and running with knees very high. The ball should be firmly grasped with both hands until the first hurdle is passed, after which the ball should be tucked under one arm, with the other arm extended as in warding off a tackler. This arm should not be entirely extended, as in stiff-arming, for if this is done the balance will not be particularly good, but it should be bent and relaxed, swinging more or less with the same rhythm that the back is using in running. This will naturally be a short jerky action. In this exercise, only one lane of hurdles is used.

Illustration 2

The object is to clear the first hurdle with the same type of stride used in the start. Exaggerated steps of not more than two feet should be used and continued through the run of the entire single lane of hurdles. This exercise is conducive to a player’s running with high knee action and short, jerky strides, so essential in line plunging. A quick getaway and fast starting is also gained through the repeated use of this exercise. It will be noticed also as the season progresses that backs will strengthen their legs through using the continual choppy drive over the hurdles.

Illustration 2

In this exercise, the backs should be started from the same position as before coming to the first hurdle with the same short, quick stride and then making the distance of the rest of the lane of hurdles with a single step, clearing a hurdle and distance between with a single step. As the first hurdle is cleared, five steps should carry the back through the rest of the lane. This is a
very exaggerated condition but it helps to develop a keen sense of balance, so essential to all good backs. It is also a great conditioning exercise. One situation that this exercise is particularly good in training backs for is where a runner is stumbled by a partially successful tackle and has an opportunity to extend himself further distance before going down. This is about the same type of running that the back uses in this particular exercise and through its continual use balance may be acquired to such an extent that the back will be a very difficult man to knock off his feet. This exercise becomes a balance exercise only when the back is made to bend forward at the waist or to run in a half bent position and stretch out to the utmost over each hurdle. If this is continued throughout the season, it will be noticed that a back's ability to drive through a tackler will be improved to an appreciable extent. In this exercise, naturally only one lane should be used, although as the season advances, after making three hurdles in the first lane the back should be taught to veer into the second lane and continue with the same exaggerated steps through the hurdles in the second lane. Muscular coordination and a more perfect sense of balance are the main benefits to be derived from this particular exercise.

Illustration 3

This exercise permits the use of both lanes of hurdles. Start the same as usual and upon approaching the first hurdle the back bends the knee of the advanced leg and throws the leg as nearly parallel to the hurdle on that side as is possible, as he goes over. The next hurdle in the second lane is cleared in the following stride and so continued throughout the course of hurdles. The knee action is similar to the form used by high hurdlers.

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in using the back leg but not to such an exaggerated extent. The resulting run resembles the goose waddle and is very beneficial in teaching a back to pull his feet away from tacklers who are lying on the ground. It has been the writer's experience that occasionally backs, after using this exercise for some time, learn to run with a swaying motion and to use a pick up that is deceptive. When a back has been taught this style through the use of this exercise, the hurdles have served an extremely useful purpose. With the customary methods of coaching backs it is very difficult to develop and perfect this type of open field running without hurdles.

*Illustration 4*

In exercise four the backs start in the same manner as before, clear the first hurdle with the outside foot forward rather flat-footed and swerve to the next lane of hurdles, landing with the weight on the outside foot, continue over the next hurdle and swerve to the next lane in the same manner and so continue throughout. This exercise is beneficial in teaching a runner to side-step, to throw his legs away from a tackler and also to recover quickly. Form may be perfected in this particular exercise with very little difficulty and it is remarkable how quickly a runner will absorb this style of running in his field tactics.

The writer is not advocating that hurdles are the only mechanical device which may be used in training a back, but believes that these may be used in conjunction with stride boxes, the bucking strap and stiff-arm posts to advantage. It has been noticed in experimenting with these various mechanical appliances, that a coach who does not have numerous assistants may by the use of such equipment provide individual instruction for a greater number of men than in any other way. Also, the coach can size up the various weaknesses of his players and at the same time secure the result of having those who are weak in some particular fundamental see the correct form as used by some of the squad members who have become adept in that particular fundamental. Furthermore, mechanical devices help a coach to keep his entire squad busy at all times. The charging set, both offensive and defensive, should be added to every squad’s list of mechanical devices and the same effects will be received through its use for the linemen as are received by the backs through other mechanical devices. It is believed advisable to put the linemen through all of these forms of training in the early part of the season. This will eliminate awkwardness and it is possible that future backfield stars may be discovered in this way. Then, too, these devices are of unusual value for the entire squad as a simple means of developing physical condition of the men.

*Note Hip and Knee Action*

Question: If a batter strikes at a pitched ball that hits him is he out?

Answer: No, unless it be the third strike.
COMMUNITY BASEBALL

Results of Nation-Wide Survey — With Suggestions For Amateur Leagues

BY

J. A. BUTLER,
Field Secretary, National Amateur Athletic Federation.

Mr. Butler was formerly associated with the Department of Hygiene and Physical Education at Princeton University. During 1921-24 he was affiliated with the Playground and Recreation Association of America and the Community Service in the promotion of athletic leagues and all-around recreational programs in many cities of the United States.—Editor's Note.

The National Amateur Athletic Federation has been conducting a study to ascertain the growth of our national games. Among other things learned from this study was this—that fifty per cent less baseball equipment was sold in nineteen twenty-four than was sold in other years.

Results of Survey

This survey shows that in many cities and towns the game is going forward in leaps and bounds due to the inauguration of amateur leagues. It also shows conclusively that baseball has been losing ground in the great majority of the smaller cities and towns due to the fact that they have been trying to conduct it on a semi-professional basis and have been failing miserably in their efforts. The survey further shows that not only have the efforts to conduct the game on a semi-professional basis met with financial failure, but that the towns are not providing facilities for large numbers of boys to play amateur ball.

Briefly, the survey brought out these facts:

(1) That baseball as a game for the amusement of the spectators in the professional leagues is most successful.

(2) That baseball is flourishing in communities where it is being promoted on a purely amateur basis.

(3) That baseball is suffering or actually "dying out" in communities that are trying to conduct it on a semi-professional basis.

(4) That baseball has been given a "black eye" in many communities due to "irregular" management of semi-professional "town" teams.

(5) And that many communities are not providing any place for their boys to play the game.

Newspaper Men Consulted

The N. A. A. F. also communicated with the editors of 15,000 small town newspapers and received conclusive information that it is not possible to conduct professional ball in the small towns on a paying basis. The following reports from the newspaper men are typical:

(1) "We cannot support baseball because it costs too much to 'import' players."

(2) "We have had to discontinue baseball because other towns were strengthening by hiring better players than we could afford to hire."

(3) "For a number of years we hired some outside players with the result that the home boys became dissatisfied, and inasmuch as it was impossible to pay all the players we had to drop the game altogether."

(4) "The game has been given a bad name due to the improper
management of our town team."

Our Conclusions

The National Amateur Athletic Federation believes:

(1) That baseball is a game which every boy should play because of the physical and mental benefits derived therefrom.

(2) That the boys should have an opportunity to play the game under auspices which tend toward the development of high ideals and good citizenship.

(3) That communities are making a serious mistake when they attempt to "import" or "hire" players to represent them.

(4) That the home town boys should not expect payment for playing baseball any more than they do for golf and tennis, providing an attempt is not made to "employ" outside players.

(5) That every town, every church, every Sunday school, every fraternal order, every industrial plant, and every neighborhood should have at least one amateur baseball team.

(6) That every community should provide ample baseball grounds for its boys and young men.

(7) That the responsible citizens in every community should see that the men selected to administer their baseball are those who will exert a wholesome influence over the players. They should be the type of men who hold high ethical standards of sportsmanship and who can be depended upon not to stoop to petty practices for the sake of "winning."

(8) That the life of baseball in the smaller cities and towns, and its survival as our great "national game" is dependent upon its being conducted on a purely amateur basis.

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the National Amateur Athletic Federation is appealing to the sports enthusiasts, newspaper men, and other civic leaders in every community to throw their influence behind the nation-wide movement to provide baseball for the youth of America by the inauguration of amateur teams and amateur leagues.

Amateur Leagues

Amateur leagues are easy to form and are self-supporting. They can be made up of any number of teams and make it possible for large numbers of boys to play the game. They are being successfully conducted along many different lines, such as:

- Inter-City Leagues,
- County Leagues,
- Industrial Leagues,
- Church Leagues,
- Sunday School Leagues—for different ages.
- Playground and Neighborhood Leagues,
- City Leagues—made up of independent, church, industrial and fraternal teams.

How to Start the Ball Rolling in Your Community

First of all, it is suggested that you take the matter up with your local representatives of the unit members of the National Amateur Athletic Federation. These include your playgrounds or city recreation director, your Community Service director, the director of athletics in the public schools, the President of the American Legion, the Y. M. C. A. director, your Boy Scouts' Executive your Boys' Club director, and others promoting amateur athletics in your community. It is further suggested (and particularly if you have none of the above mentioned executives in your community) that you take the matter up with the following persons and organizations:

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(2) Superintendent of Schools.
(3) Secretary of the Chamber of Commerce or Board of Trade.
(4) President of the Ministerial Association.
(5) County Agricultural Agent.
(6) Rotary, Kiwanis, Lions, Civitan, or other business men’s clubs.
(7) Your most active fraternal organizations.
(8) Superintendents of your factories.

Each of these organizations are interested in boys’ work and in providing wholesale athletics for boys and young men. The necessary steps to “get action” is for someone like yourself to “start the ball rolling.” A meeting of representatives of the different groups should be called as early as possible.

N. A. A. F. Anxious to Help You Get Started

The National Amateur Athletic Federation carries on its work in local communities through its unit members. It extends at this time, however, direct assistance in the way of suggestive rules for the different types of leagues, methods for making drawings for games, etc. It will also tell you how other communities are solving problems with which you might be confronted. All communications should be addressed to John L. Griffith, Executive Vice-President, Men’s Division, 116 South Michigan avenue, Chicago, Ill.

Suggestive Rules

The following rules have been used for several years by a town with a population of 4,500 for the conduct of its (adult) Industrial Twilight League. They are printed below as an aid to you in drawing up a set of rules to meet your local situation. The governing body of your adult leagues should serve also as the governing body of the junior leagues, and the rules below should be simplified for the conduct of your junior schedules.

Constitution for the “Blank” Baseball League

Article I. Name and Purpose.
Section 1. This organization shall be known as the . . . . . . . baseball league.
Sec. 2. The purpose of this organization shall be to promote, govern and conduct amateur baseball in the town of . . . . .

Article II. Management.
Section 1. The management of this organization shall be vested in a Governing Committee of three members.

(The members of this committee should be outstanding citizens of the highest integrity who are not affiliated with any of the teams. They should be men in whom all the boys have full confidence of their being “fair” at all times.)

Article III. Duties of Governing Committee.
Section 1. It shall be the sole governing body of the league.
Sec. 2. It shall decide the eligibility or ineligibility of all players.
Sec. 3. It shall decide all protests and disputes.
Sec. 4. It shall arrange and administer a schedule of games.
Sec. 5. It shall make such changes and adjustments in the schedule as circumstances may necessitate.
Sec. 6. It shall certify a list of umpires and assign them to the different games.
Sec. 7. It shall have the sole authority to contract bills for the league.
Sec. 8. It shall receive all moneys for admissions, and shall keep a detailed record of all receipts and expenditures.
Sec. 9. It shall designate the league officials.

Sec. 10. It shall call meetings of the official team representatives whenever occasion may demand.

Sec. 11. It shall supply three new balls for each game. If more balls are needed, an equal number of balls "in good playing condition" shall be furnished by each team.

Sec. 12. It shall have jurisdiction over all questions which may arise which are not specifically covered in this constitution. It is empowered to make such exceptions to these rules or whatever other action it may deem necessary for the proper conduct of the league.

**ARTICLE IV. Membership and Eligibility.**

Section 1. Membership in the league shall consist of teams representing . . . . . . . . . . . .
Sec. 2. The manager of each team shall submit to the Governing Committee not later than a list of all players he desires to have certified as members of his team.

Sec. 3. Membership on each team shall be limited to bona fide residents of.

Sec. 4. No player shall be eligible to participate in any game until he has been duly certified by the Governing Committee.

Sec. 5. A player shall be certified on one team only.

Sec. 6. No player may transfer from one team to another.

Sec. 7. No player shall receive financial remuneration for membership on any team or for taking part in any game.

Sec. 8. No company, team nor individual shall give or offer to any player remuneration directly or indirectly for playing baseball in the league. Any game won by a team in which a player received remuneration for playing, shall be awarded to the losing team, and the player shall be regarded as a professional and not eligible for further participation in this amateur league.

Sec. 9. No team shall certify more than 16 players.

Sec. 10. Employees of any industrial company having a team in the league shall not be eligible to play on any team other than the one representing their company.

Sec. 11. No players shall be added to the certified list after the season starts, with the following exception:

The Governing Committee shall be privileged to certify additional players on any team which has given evidence by its actual playing in its last three games that it is much weaker than the four leading teams in the league. No team with a percentage of .333 or better shall be eligible to receive additional players. Whether a team is eligible to receive additional players, the number of players, and what players, shall be decided by the Governing Committee.

ARTICLE V. Miscellaneous Provisions.

Sec. 1. The official ball shall be any that is specified by the playing rules in the Official Baseball Guide which shall govern all games.

Sec. 2. The regular hour for starting all games shall be determined by the committee.

Sec. 3. Each game shall consist of innings.

Sec. 4. (In fairness to the patrons of the league there should be no forfeited games). Any team manager finding himself unable to put his team upon the field at the scheduled time, shall notify the Governing Committee at least 48 hours in advance of the game so that an adjustment in the schedule may be made.

Sec. 5. Any team not reporting within a reasonable length of time after the regularly scheduled hour for the game shall forfeit the game to the team that has its full line-up on the field ready for the game. However,

Sec. 6. The team having its full line-up on the field may grant the opposing team permission to use such other players as there may be available. The decision as to what players shall be allowed (or whether any players shall be allowed) shall rest solely with the acting manager of the team with the full line-up. If he agrees to allow the team without its full line-up to use other players, the game shall count as an official league game.

7. If the acting manager is not willing to allow the team without its full line-up to complete his team in accordance with the provisions of Sec. 6, the referee shall order the two teams to play an "exhibition game" with each team
using such players as may be available. This game shall be announced before play as an “exhibition game” and shall not count in the official league standing. This provision is made for the benefit of the patrons of the league.

Sec. 8. A game cannot be protested because of an umpire’s decision, except for misinterpretation of the rules. Complaints may be lodged against an official, but these will have no bearing on the game that has already been played. Any team protesting the eligibility of any player, must do so before the start of the game to the umpire. The umpire will notify the opposing team of the protest and will order the game played subject to the ruling of the Governing Committee on the protest.

Sec. 9. All protests must be made in writing by the official team representative and must be
submitted to the Governing Committee not later than three days after the game has been played.

Sec. 10. In the event that the regularly appointed umpire is not present, an umpire acceptable to the two acting managers, shall have the same authority as the regular umpire.

Sec. 11. The league schedule shall be divided into two halves. The winner of the first half shall play the winner of the second half a series of games to decide the league championship.

Sec. 12. Each manager shall submit to the governing committee in writing the name of one person who shall act as the official representative of his team. No other person will be heard at any meeting of team representatives unless he holds a proxy for the person named as the official representative.

Sec. 13. The governing committee hereby gives notice that it assumes no responsibility for injury to any player or spectator.

Sec. 14. Before the beginning of the league season the official representative of each team shall sign a statement that his team shall abide by all decisions of the Governing Committee and the rules of the league, and shall play all of its games throughout the season. This signed statement shall be accepted in lieu of the customary forfeit deposit for continuing in the league.

Sec. 15. The official scorer shall supply the local newspaper with the box score and a detailed account of each game. He shall also keep and cause to be published periodically the batting and fielding averages of each player.

Sec. 16. The team winning the championship of the league shall be awarded either a trophy cup or 12 gold baseball watch charms. The winning team shall designate which trophy it prefers to receive.

Sec. 17. Each team shall be supplied with a copy of this constitution and a list of the certified players of each team.

Suggested Rule for Industrial Leagues: The manager of the company shall sign the entry list of players to represent his company and shall certify that each of them were bona fide employees on date. (Designate a date sufficiently in advance of the league opening so that the companies cannot be laid open to suspicion of hiring any employees for the purpose of taking part in the league.)

Suggested Rules for Church or Sunday School Leagues: The pastor of the church or superintendent of the Sunday School shall sign the list of players submitted by the team manager and certify that each player was a member of the church or Sunday school on date.

It is customary to have a rule (as a means of stimulating church and Sunday school attendance) which requires attendance at the church or Sunday School a certain percentage of Sundays throughout the season.

Another provision often made is that any player who has attended the church or Sunday school (as the case might be) a given number of times preceding a game shall be eligible to represent that team, even though his name was not on the regularly certified list at the beginning of the league season.

Question: Is a batter out automatically by the rules if he bunts on a third strike?

Answer: The batter is not out if the bunt results in a fair ball. The batter is out by the rules if the bunt results in a foul ball.
BASEBALL

(Continued from page 13)

first pitched ball will not be struck at and get careless with it. An extra base hit might result that would decide the game.

On the defensive side of such a game there are some things of importance. The pitcher should work hard to retire the first hitter in an inning. He should not make his pitch too good, but above all should avoid putting a batter on base by a base on balls. When the opponents have a man on third with one or no outs the infield must come in to cut off the run at home. No player can afford to be careless with his throws nor in any other way.

The pitcher should be alert to prevent base runners from securing a good lead.

A description of a certain game will indicate the trend for tactics when a team has an advantage in the score. The team in the field was leading in the score three to one. The team at bat had a runner on third base and a runner on first base. Two men were out. The pitcher held the runner on first to a poor start. The catcher was expected to throw to second base if an attempt was made to steal that base. The runner on first went down but the catcher failed to throw. Immediately afterwards the batter delivered a hit that scored two runs. The hitter went to second on the throw-in and was scored by the next batsman. Had the catcher thrown to second there is small doubt the third out would have been made. He did not sense that the runner on third should have been entirely left out of his calculations. The play described indicates that it is often good policy to present the opponents with a run to make an out when you are in the lead. A number of
examples to illustrate this might be given.

When a team is several runs behind in the score its hope lies in getting a cluster of runs. Runners should take no chances. The out a runner might make on a chance play may deprive his team of several runs. The opposing team is playing primarily for outs so it is good strategy to avoid playing the other fellow's game.

A team that is several runs in the lead can employ different tactics than when the score is close or when behind in the score. There is a saying among ball players when their team is in the lead, "Every run we get makes them get two." The leading team employs the sacrifice and plays for one run and may get additional runs. The team behind as much as two runs, late in the game will not play the sacrifice. They must take the chance of acquiring two runs or more so would not purposely make an out by playing the sacrifice. A score of four to three would make it necessary for the team behind to get one run to tie and another run to win.

A team leading should work to prevent the tying run. As an example of how this might be done, let us assume the following conditions of a game. The game is in the ninth inning, the score three to one with the leading team in the field. One man is out with a runner on third base. The shortstop and second baseman would better stay back to make a play at first base. In fact, the first baseman and third baseman should make the play at first base. These tactics would allow a run, but would keep the tying run off the base. The game would then stand: two outs with the bases unoccupied. If the opponents have been able to score only one run on the pitcher in eight innings the chances are they will not be able to score the one run necessary to tie after two are out and no base runner on the bases. Assume that with the runner on third base and the score three to one the third baseman had fielded a ground ball and elected to throw home. The play went wrong so that the run scored and left a base runner on first base with one out. The third baseman by selecting the difficult play at home has given the other team an opportunity to tie the score.

A big league pitcher employed tactics to prevent the tying run in this manner. Two were out in the ninth with the score four to two in his favor. A batsman got a base hit. The pitcher used his windup, the runner on first went to second. Again the pitcher wound up and the runner went to third. The batsman then hit a fly ball to the centerfielder and the game was over. The pitcher's object in winding up was to put stuff on the ball, pitch to the corners and not give the batter a good ball at which to hit. The pitcher concentrated his efforts to prevent the batsman from becoming a base runner, since his run would tie the score.

**Hints for Practice**

A baseball season for school or college is short and for that reason the players should be taken out of doors as early as the ground will permit. Even when the weather is cold the ground is often dry enough to permit of practice. If no other practice than batting is possible, the time will be well spent.

A player should do four times as much batting in practice as fielding. Men who have good control should be selected as pitchers for batting practice. In practice the habit of hitting only at good ones should be formed. Players are expected to hit only
at good balls in games and if they go after wild pitches in practice they will do the same thing in games. Players who chase wild pitches make the opposing pitcher very effective especially if he lacks control and his weakness thus becomes an asset. It is well to bunt one and hit one.

Batters should take a short step directly towards the pitcher. An individual may break himself of stepping away from the plate by a determination to overcome the fault. Hitting off the heels is worse than stepping away. A player who hits off his heels will have poor balance as he often allows his hips to drop backwards and downwards. It is only necessary to assume this improper position to be able to discover at what a disadvantage it places a batter. If a player will avoid these faults, acquire a firm free swing and watch the ball he should make a creditable hitter.

Fielding practice should not be long drawn out. The play should be snappy and accurate throwing should be demanded. Infield practice should be conducted according to a system. The catcher should make a throw to the player who has just fielded the ground ball. The first baseman should throw to the catcher immediately after he receives the ball. The catcher should then throw to the man who fielded the ball. Ground balls should be batted in order to the infielders, starting with the third baseman. The catcher should be given practice in fielding bunted balls. After each infielder has made several throws to first base, double plays should be practiced. Next the infielders should move in and make throws to the catcher. The last feature of the practice should be work on catching infield fly balls. When the infield practice is continued for a considerable time

(Continued on page 41)
LESSON 13

Tactics

1. Forming of the ranks in a body of ranks. Changing from a column of front ranks of fours to a front line.

Command: “Ranks form L. (R.) of first by obliquing—march.”

On the command “march,” the first rank marches in place. The following ranks march obliquely L. (R.) forward and form to the L. (R.) of the first rank, keeping their alignment the same. This will form a line of front ranks. All the ranks should march in place until the command “halt” or some other activity is given. Later after the activity is well known, ranks come into place every four steps successively and the whole maneuver takes place in as many steps as there are individuals forming.

NOTE: This activity is similar to forming of rank members L. or R. of first in a single rank as in Lesson VI 1b. Compare the two commands.


9. Breathing with upper trunk
bending and bending arms for thrust.

**Apparatus**

Horizontal bar raised jump high.

Practice the long swing from a hang upper grip and the under swing from a support frontways.

a. The long swing. Jump to a hang upper grip. Bend arms, flex the hips (raising the feet to the bar) and extend legs forward into a long swing. Jump to a stand on the end of the backward swing.

b. The under-swing. Rise to a support frontways by a hip pull-up. Lower backward and immediately flex hips (raising feet to the bar). Extend legs forward and with releasing grasp swing forward to a stand. The body executes a sudden flexion and extension.

Jump to a hang upper grip, long swing and:

1. On the second forward swing, knee swing-up left outside of hands. Swing left leg backward to a support frontways. Underswing to a stand. Same right.

2. Same as 1, but add knee circle backward. Then swing leg backward to support and underswing to a stand. Same right.

3. Hip pull-up rearways to support. Swing left leg over bar outside of hands. Knee circle backward. Swing leg backward to support and underswing to a stand. Same right.

4. Hip pull-up rearways to support. Underswing (to a hang) and on the next forward swing, repeat exercise 1.

5. Hip pull-up rearways to support. Hip circle rearways and underswing to a stand.

In the hip circle, the body circle about the breadth axis at the waist with the hips slightly flexed.

6. For proficiency work prac-
tice the kippe from the long swing. Jump to a hang. Long swing. At the end of the forward swing, raise feet sharply to the bar, extend forward and pull up to a support frontways. Keep the body arched on the forward swing.

**Game**

League team game.

**LESSON 14**

**Tactics**

1. Forming of the ranks in a body of ranks.

Changing from a line of front ranks of fours to a column of front ranks.

Command: "Ranks form in front of L. (R.) by obliquing—march."

On the command "march," the L. (R.) end rank marches in place. The remaining ranks face \( \frac{1}{2} \) turn L. (R.) and march obliquely forward forming in front of the stationary rank. This will form a column of front ranks. All ranks march in place until the command "halt" or some other activity is given.

**NOTE:** See Lesson 6 1a.

2. Review.

3. Running.

**Free Exercises**


6. Hands on hips—place.


8. The schottische step L. and R. sideward.


9. Running in place with facing L. on the first of every 8 counts. Same right.


**Apparatus**

Parallel Bars raised shoulder high. All exercises begin with a run at the end of the bar.

Run and jump with a double take off to an upper arm hang at the near end. Swing legs forward to an inverted balance hang and:

1. Lower legs forward to a straddle seat. Change grasp to the front. Bend forward, place upper arms on the bars and roll forward to a straddle seat again in front of hands. Swing legs forward, backward, and front vault left or right to a stand. In
a front vault the body faces the apparatus.

2. Same as 1, but roll forward to an upper arm hang (keep feet together). Jump to a stand between bars on the backward swing.

3. Same as 2, but swing legs forward again to an inverted balance hang after the roll. Lower to an outer cross seat left or right and rear vault swing over both bars to a stand.

4. Same as 1, but roll to an upper arm stand. Flex hips and roll forward to a straddle seat. Intermediate swing in the support and front vault left or right. In the upper arm stand the body is inverted and the weight rests on the upper arms and the elbows spread.

5. Same as 4 to an upper arm stand. Flex hips and lower legs forward to an upper arm hang (feet together). Swing legs forward to an inverted balance hang.

(Continued on page 46)
"Make May Day Child Health Day"

GEORGE T. STAFFORD

Mr. Stafford, who serves as Assistant Professor of Orthopedics and Physical Diagnosis at the University of Illinois, presents herewith a splendid suggestion for a May Day program, which should be of interest to every one who is engaged in Physical Education work.—Editor's Note.

For many years the first day of May has been devoted by children to the joyful opportunity of welcoming Spring. In many cities various celebrations are indulged in to make this day one of great festival. Songs of Spring, poems which tell of the great out-of-doors and general pageantry are some of the means which are used in these festivals. These celebrations should be educational as well as recreational. The American Child Health Association of New York, 370 Seventh avenue, fostered a real educational celebration of May Day as National Child Health Day in 1924, and is now working on a second annual celebration for 1925. The purpose of the American Child Health Association celebration is well defined by Herbert Hoover as, "A definite step forward in what should be a primary concern of our civilization, the safeguarding of the right of every child to reach maturity in good physical condition." Thus the real May Day should have for its object the furthering of the cause of better health for every child.

The "Athletic Festival Motif" is an ideal way in which to bring the health theme before the community. Preliminary work involves suitable preparation of the school children for the large athletic festival which is held on May 1st. Henry Breckinridge, president of the National Amateur Athletic Federation, states that the federation stands ready to do what it can to assist the celebration of May Day. Physical educators and coaches throughout the country should welcome this as an opportunity to develop their charges for this important day. May Day is the time for the culmination of the various activities of the school health education program in one large celebration. While in itself it may be called a culmination it really can be the beginning of a better understanding of athletics and health and its popularity will carry the children through the summer vacation and return them to school with healthy bodies and keener intellects.

The May Day Program:

A. Preliminary work.

Many schools have their May poles and gather together on May 1st for a few songs and the May pole dance. This is not enough. The May Day program should be preceded by intensive work in the schools in preparation for a purposeful celebration. This preliminary work should consist of:

a. Definite health education work in the schools.

b. Physical ability tests of all children. The records should be posted in a conspicuous place and each child urged to better his record.

c. Health posters should be made by the school children. These can be posted in the corridors the week of April 27th.

d. The music and dramatic departments should devote their attention to songs and plays which have "Health" for their themes.

e. Every school child should be weighed and measured before May 1st.

f. The various features of
"Accident Prevention," which is taught in the schools, should be exhibited on May Day.

The Homes and the Co-operation of the Parents:

Parent-Teachers' meetings should be addressed to enlist their co-operation in making the home the health center for each child. Too often the parents feel that the schools are wholly responsible for the health of the children. Parents should have their children examined at least once each year and the various defects corrected so that the child will be better able to receive the education which the school provides.

Fathers are especially urged to consider their duties in the care of the adolescent boys.

In general the parents are shown their responsibility in the health of their children.

B. The Program for May Day:

The schools should be granted a full holiday for the May Day festival.

The morning should be given over to preliminary athletic events.

The afternoon, starting at 2:00 p. m., should start with a Health Parade. This parade is made up as follows:

Each school represents some feature of health—e.g., Milk as a health food; vegetables, etc.

Each school provides one float which portrays a healthy agency or depicts a health message.

Various individuals should be scattered throughout the assembly with large placards on which are printed the "Rules of the Game."

Health Crusaders, boy and girl scouts, and school bands complete the array.

The parade should be short and terminate at the largest athletic field. Here the following program should be worked out:

The Queen of May is crowned.

A large May Pole should be

---

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used for the dance and various schools participate. The children may be dressed in simple costumes representing health foods.

The finals of the athletic events are run off.

Prizes are awarded by the mayor or some outstanding citizen or school child.

A community sing.

The evening at 7:00 p.m. should find the high schools ready to start their Health Play.

The organization of the entire movement is as follows:

a. A workable sized committee with suitable representation by parents, business men and school authorities. This committee to have full charge of the program preceding May 1st and including May Day.

b. Co-operating groups (One member of each to be on committee).

1. Parent-Teacher's Associations. Their duty should be that of getting the idea across to the parents and teachers. The parents should be shown their responsibility in the matter of child health. The teachers should be shown that their co-operation will mean healthier children and consequently greater ease and efficiency in teaching healthier children.

2. Women's Club. Lectures on child-health and assisting in window display of health material.


4. Chamber of Commerce. General co-operation and soliciting of window display in the various stores.

5. Libraries. Health material on display and well advertised. Make it easy for anyone to secure information on child health and community health in general.


8. Business clubs such as Rotary, Kiwanis, Advertising clubs, etc., to devote their weekly meeting to child health speakers. Solicit prizes. Assume charge of all window displays.

9. Stores. Display health foods, clothing, labor saving devices, etc.

10. Physicians. Attempt to see that each child in family under his care be carefully examined and all defects corrected.

The above is offered in the way of a suggestion for those who are interested in really making May Day worth while. The various details of the movement can be secured from the Promotion Department of the American Child Health Association. Their booklet, "May Day Festivals", (price ten cents), will give one a working basis for a successful May Day celebration in either a large city or a very small town.

It is urged that coaches and physical directors get behind the movement and support it as a worth while measure to raise the health standards of our school children. In cities where nothing of this kind has been done the most favorable line of action is that of the Athletic Motif. Where some form of May Day celebration is now being given it is well to investigate the purpose of the movement. Simple cavorting around the May Pole and singing spring songs may be worthy in their place, but for lasting educational effects and to really raise the health standards of our school children we should provide purposeful activity which will teach the children health messages which can be incorporated in their daily activity.
BASEBALL

(Continued from page 33)

the catcher should discontinue his throws, so that he will not use his arm too much. An inexperienced pitcher may to good advantage be sent to the pitcher's position to field batted balls in his turn during infield practice.

Throwing for Outfielders

After your outfielders have their arms in shape, they should be given practice in throwing to bases. To do this have the infielders take their positions and then ground balls or fly balls should be batted to the outfielders in turn. The coach should indicate to which base the throw is to be made. The outfielder should aim to bounce the ball to the base except when he is drawn in near a base, then he may throw the ball directly to the baseman without a bounce.

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Cincinnati, O., U. S. A.
The following editorial taken from the Grand Haven, (Mich.) Tribune supports the conclusions which have been presented in other issues of the JOURNAL regarding the decline of baseball.

When people begin to realize that the American National game is failing to enlist as many players as formerly because it has been the universal practice to pay the players, then the next logical question is what will become of our other games if they, too, become highly professionalized?

"Grand Haven, (Mich.) Tribune, Tuesday, February 24, 1925: THE LOST ART—Is baseball, the great American national game, becoming a lost art among the youngsters? This is the question which is beginning to be asked by those who look toward the future of the game. Certain it is that sand lot baseball has gone into the discard. Where a few years ago every town had half a dozen kid baseball teams, the youngsters now seem to turn their attention to some other kind of activity. Not so many years ago a good baseball team was considered a valuable advertisement for a town. Local chambers of commerce, merchant organizations, or individuals usually financed the baseball team which represented their home cities on the diamond.

"Such teams were usually composed of home talent, the best players of the community being picked for positions. In those days it was considered something of an honor to be a member of the town baseball team. That was before the idea of commercializing one's baseball prowess was so pronounced. Few thought of receiving compensation for their play. The game was rather strictly amateur in those days. In our own boyhood, we can recall certain players on the home team who stood out for their ability at the game. None of them were paid. The idea of paying players who make up the so-called independent teams is something of a modern invention, and it is doubtful if it has helped the game any.

"The 'salaried amateur' baseball player is probably the result of the intense rivalry between towns not large enough to be included in organized baseball. Towns not only desired baseball teams to represent them, but they demanded winning teams. To attain this desire players were imported and paid for their services. Contests between towns became battles between professional teams and the rivalry at times became so keen that large sums of money were spent. Home players were often left out of the play entirely.

"This turn of affairs led to the inevitable. The amateur pace was too stiff to be maintained for long by any town. Few cities under five or ten thousand can support a full-salaried ball team throughout the season. Business men and other public spirited citizens simply get tired of going down into their pockets to make up deficits, and the game can not be maintained in any other way. Home boys became discouraged and ceased to try for places on the home team. The fans demanded big league baseball or none at all, and soon there was no baseball.

"Then came golf, motoring, tennis and other activities to take the attention of those who formerly supported baseball. The game in the smaller cities could not stand these new diversions."
Missouri Valley Conference Basketball

By W. D. Fletcher

Basketball in the Missouri Valley Conference has made wonderful strides during the past few years and more particularly since Dr. Walter E. Meanwell and Dr. Forrest Allen developed their winning combinations at Missouri and Kansas respectively—before Coach Meanwell returned to Wisconsin. The past season was no exception and the game proved successful both as regards the high calibre of basketball played and the popularity of the game itself as was evidenced by the following teams.

Although the Kansas University team annexed its third straight undisputed title in the conference, the Jayhawks had no easy sailing, as they came out of several contests by the narrowest of margins and sustained...
THE ATHLETIC JOURNAL

one defeat during the campaign—and that at the hands of the Kansas Aggies. The brand of game employed by the various quintets in the circuit was of a high order, but one of the outstanding and interesting features of the race for high honors was the difference in the systems used by the several coaches to bring them success.

The championship Kansas team under the coaching of Dr. Forrest (Phog) Allen presented the most brilliant and consistent attack of any aggregation in the conference. A rushing offense in which cross-court passes and fast breaking for the basket by the forwards were mixed with long and short passes, featured the attack of the Kansans. The forwards rushed down the sidelines, with one man breaking straight ahead down the center of the floor.

When faced by a defensive opponent, the Jayhawkers either used high hook passes over the opposition or reversed and passed back. Diagonal passing marked the floor game, with the forwards cutting in fast to enable close-in shots.

The Kansas defense was perhaps even more consistent than its offense. The peculiar style of back court game used by Kansas, has been developed to a high degree of efficiency by Coach Allen. As the ball was lost, the five men assumed positions on the floor—the guards in the goal area, with one on each side of it—with the center and forwards out ahead, behind the center circle and in front of the free-throw circle.

Each man at all times remained in his own zone, but the team as a whole kept in a position in front of the man with the ball—interception of passes being the fundamental principle of the Kansas defense. As an opponent threatened to shoot ahead of the front line, the players in that group feinted a charge and with hands waving, attempted to disconcert the rival, break up a shot or force a pass-off. A shot resulted in the Kansas guards rushing in to take the ball off the backboard and start the offense, but Kansas was able to start its offense just as often from intercepted passes as it was from missed shots. The defense proved very effective.

The University of Nebraska, under Coach G. W. Kline, a former University of Illinois player, used a four-man attack with the short pass predominating. After the ball was advanced beyond the center, the forwards made a "break" for the goal for a shot. The real strength of the Husker team lay in its defense, however, and this fact is attested by the fact that the Nebraskans had the best defensive record in the Valley during the past campaign. The Huskers used a two-line back court game, with the first pair of opponents being allowed to pass through for the guards. After this it resolved itself into a man-for-man game.

Coach Don White’s Washington University five employed a combined long and short pass attack. Weil, the Piker, standing guard, usually started the passing and as the offense continued forward, the players attempted to locate Seago, center, who had preceded the attack to the free-throw circle. The latter, after receiving a high pass, either reversed and shot or passed to the forwards coming in, or to Cox, running guard, who took many long shots. Coach White is a former Purdue University star, who was one of the leading "Big Ten" scorers in 1919-20, as a running guard.

The University of Oklahoma team was an "in-and-outter." Coach Hugh McDermott’s quintet proved unstoppable when its
offense was working right, but it had the most erratic attack in the Valley. The Sooners used a four-man rushing onslaught, the short pass predominating, and when halted in their forward progress, they reversed and passed to a guard. A long shot or another series of short passes then followed, the latter attack, if elected, being designed to place the Sooners in a position for a short shot.

Coach McDermott, who is a former University of Oklahoma star, used the two-line defense, the front line—forswards and center—permitting two men to pass through for the guards and then picking off the remainder, after which it became a man-for-man defense.

At Manhattan, Coach C. W. Corsant's Kansas Aggies employed a four-man short pass attack, with snappy passing featuring in the goal area. After advancing down the center of the

---

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floor, the Aggies often passed toward the side for a shot from that position to succeed it with a hard, driving follow-up game.

The Aggie defense was not strictly a man-for-man game, although each man picked off an opponent as the Wildcats lost possession of the ball. Each man, however, resumed responsibility for his man after once picking him off as he retreated toward the goal he was defending.

Coach George Bond’s Missouri cagers attempted to use the short-pass-and-pivot game, but they proved only mediocre as a short-pass outfit. At times they employed their type of offensive play very effectively, while on other occasions they looked miserable, through failure to pivot and reverse correctly. On defense the Tigers used a modified man-for-man game, the two-line style with two men sifting through.

While Coach Ossie Solem’s Drake University Bulldogs finished in a tie with Grinnell in next to last place, they did rate among the leaders as regards their ability to battle against odds and for a real exhibition of gameness. The Drake offense consisted in a dribbling game up the center of the floor, when passes of varying length attempted to penetrate the opposing defense for shots. On defense, Drake used a man-for-man game and that it proved effective is shown by the fact that the Blue and White cagers held even the leading Valley quintets to comparatively low scores.

At Grinnell, Coach Charley Black, a former University of Kansas star, acting as Pioneer mentor for the first time, used the same offense and defense as was employed by the Jayhawks. While the attack was fairly consistent, the Pioneer defense was not as strong, due to the fact that the guards were small. The pass-interception Kansas defense demands comparatively tall, rangy men and for this reason Grinnell did not fare so well with this back court game.

Ames had a bad year, finishing in last place. Coach Bill Chandler, a former University of Wisconsin star, first used a short pass game and then switched to a longer passing attack. A long pass attempted to carry the ball to the free-throw circle area, when a series of shorter passes were made until a shot was prudent. Ames used the two-line defense, with the first two opponents sifting through.

RELAY RACING
(Continued from page 6)

The event in which it has occurred. After passing the baton the competitor should stand still or jog straight ahead, unless he be on the inside or outside of the track, in which case he should step off the track as quickly as possible.

3. The same rules with reference to fouling, coaching, or impeding a runner in any manner shall apply to relay racing as to all other running events, except that within the 20 yards within which the baton is to be passed. The contestant passing the same and the one to whom it is to be passed may overlap each other.

A YEAR’S COURSE IN PHYSICAL TRAINING
(Continued from page 37)

kippe to support and front vault left or right.

6. For proficiency work. Kippe to support and immediately swing up forward to an upper arm stand. Roll forward to an upper arm hang. Swing forward, kippe and front vault.

Game
League team game.
for every boy and girl between six and eighteen years of age.”

The belief that the public and most educators now recognize the place of athletics and physical education in the schools is further substantiated by the fact that twenty-nine states have already adopted legislation making physical education a required part of elementary and secondary curricula.

Now why, we may well ask, is this repeated emphasis being placed on the necessity of athletics in school programs? What is the function performed by competitive sport?

Primarily Physical Education and Athletics serve to develop and maintain in all the students bodily health, strength and endurance, to the end that they may lead more useful lives. It is, however, further believed that in the measures undertaken for this end an avenue of approach is provided through which the students are influenced for good in mind and character as well as in body.

Athletics bring out in those that participate many of the fine qualities that lie at the root of good citizenship. In fact, in his athletics a boy learns citizenship. In his class room he may learn about citizenship when he studies political science, parliamentary law, history, etc., but in the various team games that he plays he learns the thing itself.

He actually experiences the essence of citizenship by losing himself in a larger whole. He undergoes the deepest experiences of the “belonging” instinct at a time in his life when they are very real and when they set their stamp indelibly upon his mind and character.

Like any other program, however, proper leadership is essen-
terially aid in putting into the field competent men. I think we may hope to recruit at such schools men of the right character and personality who will enter the field of athletic coaching with a sense of the significance and importance of that field of school life.

It seems to me that there are three fundamental questions that should be asked about a man before he is entrusted with the responsibility of coaching young boys.

The first question to ask is: What manner of man is this? How does he think and act? Is he sound and clean and fine so that his influence will be inspiring and uplifting? Will he set a fine example—not by posing but by being—the sort of man we want each of his boys to be? If this question cannot be answered favorably, stop then and there. No other qualities can supplant the fundamental quality of character.

The next question is: Just how well does he know what he wants to teach? Is he thorough—or superficial? Is he progressive or reactionary? Is he original—or without imagination? In short, can he bring with him a thorough solid knowledge and will he keep that knowledge constantly abreast of changing conditions?

And finally: Can he teach others what he knows? Can he take knowledge, add expressiveness and impressiveness of speech and action, season it with enthusiasm and give his students something that will not only be easy to grasp but also pleasant to master?

After the coach has been selected he must be properly fitted into the school system. Lines of responsibility must be properly drawn. He must be responsible to some one and that some one must be the right person. The athletic program must be tied up directly with the administrative authorities of the school and it must be looked upon as an integral part of the organization.

With the right man and with the lines of responsibility properly drawn you are not apt to go wrong. Nevertheless, it may be well to consider for a moment a few of the tendencies that detract from the full value of athletics and which, if not checked, threaten to negate completely the moral development that would otherwise attend a program of competitive sport.

Chief among these detracting influences are the following:

I. Too Many Interschool Games

Boys participating in Interschool contests are under considerable mental stress. This is especially true in football where so much prominence is attached to the game. This stress in itself is not bad. It is a part of the man-building process we want. An objection arises, however, when this stress is too long continued. For that reason boys should not be asked or permitted to play an excessively long schedule.

Experience leads me to believe that not more than four games of football should be scheduled for which the boys must put themselves on edge. In addition, four or five games of lesser importance might well be played. These games do not place the boys under such mental strain and therefore do not materially interfere with the primary work of the classroom.

In all events, however, the football season should close by Thanksgiving time and there...
should not be more than eight or nine regular outside games in all.

II. Time Away from the Class Room

No boy should ever be permitted to absent himself from any class for athletic practice. This defeats the purpose of both class room work and athletics. Practice periods must be arranged in conjunction with classroom schedules and all conflicts avoided.

III. Post Season Games

The tendency toward engaging in post season games has been considerably curtailed at most colleges by agreement of athletic authorities, but it is still in practice at many high schools and some universities. Such games continue the stress of competition over too long a period and, since they frequently are contests between institutions located in very different parts of the country, they take considerable time from the classroom.

Post season games between teams in different parts of the country establish a bad precedent. The appeal of a long trip is great to boys and as soon as one team goes across the country to play many others want to follow.

In general, intersectional games that require much time away from classes are unwise. If played at all, they should be scheduled for the regular season so as not to prolong the training period.

There are too many good teams in the country today to attempt to determine any so-called national championship. And it makes no difference, anyway. Post season games are usually planned to bring two outstanding teams together but they do not determine anything of value and serve no useful purpose.

Much thought should be given the initial arrangement of the
schedule to see that it best suits the purpose of the particular school in question, but when once decided upon it should constitute the last word. It should be played through to the finish and then the season should be considered definitely at an end.

V. Inequality of Competition

Obviously, it is not fair competition when schools differing greatly in size engage in contests. This usually is recognized and such games are frankly considered by both sides to be practice affairs.

It is equally unfair, however, when two schools meet which have different rules of eligibility as pertain to scholastic standings, etc.

It is unfair competition if the time allotted to practice differs in the opposing schools—or if the number of games played each year is greater at one place than at the other.

No school should be permitted, or should it want, any of these advantages. Uniform rules and equality of competition should exist between all contestants if interscholastic friendliness is to be developed and maintained.

To eliminate these inequalities in competition all schools represented by athletic teams should belong to some definitely organized conference, all members of which are governed by the same rules and are of the same relative strength. In this group will be its natural rivals—those that are in geographical proximity and that agree on the same athletic regulation. Representatives of each institution should meet together at frequent intervals for discussion of their common problems. In this way only can equality in competition be assured.

VI. Professionalism

In order properly to serve their purpose in education, athletics must be maintained on an absolutely amateur basis. This does not mean that great numbers should not see the contests nor that large gate receipts, if properly used, are detrimental. On the contrary this income makes it possible to administer a program more nearly as it should be administered. An extensive plant, much equipment and a competent staff are necessary if we are to provide a program of physical training for all of the students as should be the aim. Incomes from inter-school contests furnish the funds with which to supply some of these necessities and to that extent lessen the burden of taxation which would otherwise have to provide for physical education in its entirety.

Professionalism has to do with the players themselves. No boy should be permitted to play on any school team who has in any way used his athletic skill for mercenary gain.

Fundamentally, all amateur athletics are based on the principle of "Play for play's sake." The theory of every game is to gain a given goal by overcoming whatever obstacles present themselves. To overcome these obstacles for the sake of the satisfaction that comes with success is the ideal embodied in games. To a greater or lesser degree all tendencies toward professionalism commercialize this ideal and to that extent rob it of much of its keenest satisfaction.

The influence of athletic professionalism tends to make a boy dissatisfied to play the game for its own sake and leads him to look upon his athletic prowess as a marketable commodity rather than a means of recreation and self-expression. When this takes place many of the very important character building qualities which form so important a part of athletics are immediately lost. The
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ideas of generous service, loyalty, sacrifice, and wholehearted devotion to a cause are all taken away.

Any trace of this spirit would tend to destroy the real purposes of athletics and must not be tolerated.

VII. Proselyting and "Recruiting"

The practice of some alumni of various of our universities in bringing undue pressure to bear on High School athletes or even offering them inducements to get them to attend their institutions is perhaps the most serious problem we have to contend with. The alumni think they are performing a loyal service to their Alma Mater and that they are helping the boy when they do this. As a matter of fact they are robbing the boy of his naturally wholesome and healthy attitude toward college athletics and creating a difficult problem for the athletic authorities of his university.

This practice introduces a spirit of commercialism that is akin to professionalism. Instead of considering the opportunity of playing on the varsity a privilege earned by merit the boy begins to think that something extra should be done for him if he plays. Whenever this occurs much of the value in athletics is lost. It is a field in which High School and College authorities must work in close harmony if the practice is properly checked.

VIII. Betting

Another practice that should be eliminated is that of betting on interschool games. It is another commercializing influence that detracts from the spirit of play. It breeds criticism, disloyalty, and a lack of harmony among various forces that make up a school. It detracts from the keenness of the contestants by substituting mercenary incentives in the place of ideals. It has no place in school athletics.

The last decade in athletics has been characterized by great progress in sportsmanship and ethics as well as in technique and ability. In spite of this great progress, however, the practices listed above still prevail to a greater or lesser extent in various places and by their existence very materially detract from the full value of athletics and competitive sport.

It is a challenge to America's leaders in sport and education alike to recognize these conditions and to bend their energies toward their elimination. It is a real job for courageous, alert men, but one that will pay big returns in the progress of sport and its meaning in education and human life. Then in truth will sport become, as John Galsworthy says: "the most saving grace in the world, with its spirit of rules kept, and regard for the adversary, whether the fight is going for or against." And if we can establish this fair play spirit in international affairs we will see "the cat force that rules there now slink away and human life emerge for the first time from the jungle."

History tells us that nations have succeeded in Democracy and Civilization in almost exact proportion to their participation in, and emphasis on, competitive games and athletics.

Just as Greece stood alone, in her day, both in athletic prowess and in democratic philosophy, so today the world's leaders in the principles of democracy also lead in practically all phases of competitive sport. I mean, of course, the United States and Great Britain.

On this evidence of history it is reasonable to suspect some relationship to exist between Athletics and Democracy and I submit the idea that this relationship
is found in the term sportsman-
ship with all that that word
means.

There is no synonym for sports-
manship. But if one word were to
be chosen that might most nearly
express its meaning, that word
would be respect. The good
sportsman has respect for his op-
ponent. He respects the authori-
ties under whom he is playing.
Above all, the good sportsman
respects the game he is in. He
plays it to the limit of his ability,
but he will ask no odds nor accept
any unfair advantages. He will
conduct himself at all times in
such manner as never to bring
discredit or criticism to the game
that he is playing or the school
or university which he represents.

Primarily our programs of ath-
etics and competitive sport are
carried on for the purpose of
promulgating these ideals. It is
needless to say that I am a firm
believer in the educational value
of athletics on the High School
student. And in this I am not
thinking primarily of his physical
condition. Rather I am thinking
of his character and the moral
fiber with which he is to be
-equipped to fight the battles of
life.

Professor Kennedy of Prince-
ton University expressed better
than I am able to the function of
competitive athletics in education
in his address to the representa-
tives of the National Collegiate
Athletic Association in New York
last December. He said in part:
"When a boy comes to school our
great task is to inform and dis-
cipline his mental powers that he
may possess a sharp-edged and
tempered weapon wherewith to
confront life. But we must also
teach him a code of honor and
chivalry that will govern his use
of that weapon. And the great
services of college sport is that it
can be made to do much for the
boy in teaching him that code. It says to the boy, “You are going to find, in this world, that there are causes that will mobilize and drain out of you the last ounce of your endeavor, of your initiative, of your devotion. These causes must be met and won, if they are won at all, without crossing the line that represents the sacrifice of integrity and chivalry, of sportsmanship or honesty. You must learn to fight with the best that you can give; and yet never do the thing that would enable you to win, if by doing it you violate the code.

That is what the world needs. That is what business demands; that is what the manhood of this country depends on; and where will you get a laboratory training in that, gentlemen, such as sport can give? We can preach the code to these boys in the lecture room, in the class room, but you know and I know that being told what to do or how to do it is not the same thing as going out and taking off your coat and rolling up your sleeves and trying to do it. That is when you learn whether you have got it in you, or whether you have not; and I say sport provides that training.

Moreover, in this world, there is no one who can succeed in everything, all the time. The world was not designed on the principle that we should; the great question that life presents as a challenge to character is, How does a man meet failure and defeat? Does he curl up and quit? Does he present an alibi? Does he whine? Does he attack the ability or the sportsmanship of his opponent? Or does he stand on his two feet, with his chest out and a clear eye and, with self-respect say to his opponent, “Here is my hand, you won, I lost; you were a better man than I was, that day, that time,—but, if you please, we will play again.” If competitive sport teaches these things it has indeed become an educational influence of the highest type, capable of developing in these boys a fineness and a strength that not all the shocks of life may destroy or take away.”

It is because I so firmly believe these things, that I am now spending all my time at Michigan in administering athletics and competitive sport. Those of us that have the honor and privilege of participating, in some degree, in the guidance of this vital part of education have a responsibility which compares, in magnitude of opportunity, with any field of service with which I am acquainted.

It is, then, in the building of men that competitive sport displays its real significance. I am convinced that because of properly supervised athletics, there are more men in the world than there would otherwise be, who measure up to the standard of true manhood.

INTERCOLLEGIATE GOLF
(Continued from page 10)

Conference Tournament. During the past spring a general intercollegiate tournament was held on the Pacific Coast but it was not played under the auspices of the Pacific Coast Conference. Practically all of the schools that are members of the Conferences previously mentioned send representatives to the general tournaments. These determine the team and individual championships of the section represented, and are considered the climax of the season, the same as the general intercollegiate and conference track and field meets settle the year’s supremacy in that branch of athletics.

A summary of the facts here-
with submitted shows that golf is both a major and a minor sport at different institutions. In addition to awarding minor sports letters or insignia it is possible in a number of universities to receive the major sport emblem for exceptional meritorious performances in golf. When schools do not own or control their own golf courses, quite satisfactory arrangements have been made with private golf clubs or with public courses to practice and to play tournament matches. The finances involved in supporting a representative golf team have been found to be nominal and quite within the range of almost all schools interested in the development of a broad expansive program of intercollegiate athletics.

Intercollegiate golf seems to be best organized and supported in the Atlantic states and in the Midwest, particularly in the Western or Big Ten Conference, and in the Missouri Valley Conference. Institutions that are progressive have already made great strides in encouraging golf. It is quite gratifying to those interested in the development of the great game of golf to know that many of the most prominent and most progressive of American colleges and universities have been the pioneers in recognizing golf as an intercollegiate sport and in giving the game their enthusiastic support.

The object in sending out the golf questionnaire was to find out how the question of intercollegiate golf is being solved. If, as a result, of our somewhat incomplete study of the problem, some schools that have not yet worked out their golf plans may be aided, or if those schools that are now conducting golf teams receive new ideas and some encouragement or become better satisfied with their present plans, this little article shall not have been in vain.
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for the Coaches of the Country

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BY

THOMAS J. LIEB,
Holder of World's Record; Assistant Coach, University of Notre Dame, Notre Dame, Indiana

Mr. Lieb was graduated from the University of Notre Dame with the degree of Bachelor of Science. He played football at Notre Dame in 1921 and 1922, but was not able to play his last year because of a serious injury. He won the discus throw in the Western Conference and in the National Collegiate Athletic Association meets in 1922 and 1923 and won third place in the discus throw in the Olympic Games this year in Paris.

—EDITOR'S NOTE.

The old time Grecian event, discus throwing, has attracted considerable attention the last few years. College athletes have taken great interest in this event and, as a result, their own ability and competition in general in discus throwing has improved wonderfully. It is true we had great discus throwers ten or fifteen years ago, but they were few in number compared to the entries in the event today. Even as late as the year 1920 there were but few good discus throwers in competition. As a proof of that, one member of the Olympic team of that year qualified with a throw of less than one hundred and thirty feet; this past year the last man to qualify, threw one hundred and forty-three feet. Furthermore, let me add that this last year, there were a dozen other athletes who threw further than one hundred and thirty feet in the tryouts.

With the competition becoming more keen each year, discus throwing has become specialized and men are giving their full time to this one event. To pick out any one man and to say that he is an ideal type for a discus thrower is a difficult and uncertain task. There are a few points, however, that may be laid down as a guide. The discus thrower must, first, of all, be a man of patience. By that I mean one who is not easily discouraged, trying day after day to perfect his actions, as it is very hard to learn to throw a discus in the proper manner. Physically he should be fairly tall of stature and well developed above the waist. A large hand, long arm and strong back muscles are essential. I think the tall man has an advantage in that he already has an elevation of possibly a foot or more for his throws. A large hand not only affords a proper grip of the discus, but also aids greatly in guiding the discus so that it starts correctly and prevents slips or bad throws. The points in favor of the long arm are easily seen. The longer the arm, the larger will be the circle that the discus will travel through in making the turns before the throw, and, as a result, the greater will be the centrifugal force developed. A strong, well-muscled back that is easily rotated at the waist is another physical necessity. I claim the discus is thrown by the body and not entirely by the arm. The greatest source of power in discus
throwing comes from a powerful, snappy rotation of the trunk, the arm and hand supporting the discus swinging like a stone on a string. A man that is tight in the waist or lacks this waist snap, so essential, is severely handicapped, no matter how good or powerful his arm may be. With this physical makeup, the discus thrower must have agility. He must be quick on his feet, possess coordination of hand and foot, and, most important of all, he cannot be phlegmatic. He should be slightly excitable in competition, though not nervous. He should possess that type of temperament that will tone up in competition.

As for training rules for discus throwers, I might mention here a few points to be observed. The discus thrower should eat regularly the food to which he is accustomed, and on the day of the meet, he should have a good steak at least three hours before his competition, but should eat nothing immediately before competing. His early season exercises, if confined to a gymnasium, should be with wall pulleys with light weights, the action always being in a throwing or pushing manner away from the body. He should not work with heavy dumb-bells or lift them. My reason for this statement is that throwing muscles should be long and elastic and not the short bulging ones of the lifting type. In addition to work on the wall pulleys a very simple exercise,

_viz._, rotating the trunk at the waist by means of swinging the arms parallel to the floor as far to the right and to the left as possible without moving the feet is recommended. The latter exercise, if done in a relaxed manner will aid greatly in developing the back and chest muscles used in throwing. It will also loosen up the tight-waisted individuals. A training rule that applies to discus throwing as well as to a great many events is that the athlete should conserve his energy for the test or competition. In other words, he should not over-work his arm in practice. A dozen throws each workout is plenty. He should not work hard during the week. He should save his best throws for the meet.

A discus thrower must not play baseball nor throw the javelin, as the movements used in these sports call for a too violent snap action for the arm; such action being contrary to the discus motion detracts from the develop-
ment for that purpose, and uses up too much energy. However, the discus thrower may put the shot without serious damage to his throwing ability as the shot putting motion involves a powerful, snappy rotation at the waist, and the arm action is not such a violent, jerky motion.

In taking up the actual throwing, we must first consider the method of holding the discus in the hand. The grip on the discus that I use and recommend is one in which the fingers are spread apart. The discus is held chiefly with the little finger, less with the third and second fingers and the index finger rests just over the edge. All of the fingers of the hand should be behind a line drawn through the center of the discus. The thumb being extended should touch on the wood, midway between the outer rim and the center plate. My reason for this type of grip is that the greatest driving power and follow through value can be derived by having the fingers well to the rear of the discus. The reason for gripping the discus with the little finger is to safeguard against slipping on a wet day and to apply the spin or rotary motion to the discus while in the air.

In learning to throw, it is best to practice the finishing throw without the steps or revolution, using only the rotation at the waist with the arm extended and the whip at the end. The aim should be for co-ordination of body and arm, and the proper elevation, spin and sail of the discus. These fundamentals must be perfected before the thrower attempts any further study of technique. Two very important fundamentals that are difficult to master are the proper elevation and sail of the discus. If the thrower will try to have the discus rise on such a plane that he can just see the front or forward rim, he will be aided in securing proper elevation. He should have the maximum height at a distance of a hundred feet or more. A good height in the throw at the hundred-foot mark is thirty feet. The proper sail of the discus is one in which there is a fast and smooth revolving motion without fluttering in the elevation described.

With the finishing throw perfected, the thrower might then attempt to cross the circle with the revolution or turn. In starting the turn, I recommend that the right-handed thrower place his right foot near the rear of the circle and his left foot just half the length of his shoe forward.

Illustration 3

The Pivot. The figure of the athlete is still crouched and his muscles are relaxed.

Illustration 4

Note how the discus is held—fingers well spread and the back of the hand arched.
and to the left about twenty inches, facing at a right angle to the right of the spot to which he intends to throw. Then after a series of easy preliminary swings of the arm and waist, he throws his right arm with the discus back as far as possible, coiling at the waist and bending downward some at both knees. The left arm extended is carried on a straight line with the two shoulders. *The discus is not turned over*, but held parallel to the ground, kept in this position by the grip of the fingers and especially by the centrifugal force. When the discus is back as far as the waist and arm rotation will permit, and the muscles are all coiled somewhat, the rotation to the left begins. The pivot is made slowly, the discus well behind the body, the body bent slightly forward. Then when he starts to pivot on the right foot and starts the second revolution his rotary speed is increased till the final whip and throw which is at the greatest velocity. After he has both feet well on the ground and after making the turn, his body still coiled, arm extended, together with the centrifugal force he has developed, he is ready for the greatest effort, the final throw. The motions now are as follows, rapid rotation of the trunk at the waist, lift and pull forward with the arm, straightening of the body beginning with the drive off the right leg which from the start of the travel has been bent, then the final last arm throw and wrist snap, the left arm being whipped backward hard as the right comes forward. The final throw starts almost at the ground, the discus always being parallel to the ground, though traveling forward and upward. It is very important to get the proper arm motion on the turns. The arms travel in a wave-like motion, the discus rising on the forward part of the turn and being lowest at the rear and start of the turn.

*Illustration 5*

*The Start of the Throw. The body turns with the arm and the athlete rises from his crouch position.*

The pivot is made on the ball of the left foot then on the ball of the right. I suggest as a guide or rule for the thrower to see if he is placing his feet correctly in making the turn, that he draw or scratch a straight line from the position of the center of the right foot (starting position) directly across the circle in the throwing direction. Then in making his turn both feet should cross the line in order that he may get the most efficient throw. The first part of the revolution in the turn is done...
the hardest part of discus throwing to perfect. The proper timing of the thrower's speed in the ring, when to throw, when to straighten up, and the elevation at which to throw—these are the most difficult tasks to master.

There has been considerable disagreement among coaches as to whether a discus thrower should reverse his feet or not in his final throw. Personally I could never see a great advantage in the reverse as with it, the throw is always made with one foot off the ground and, in many cases, both feet. The final throw calls for the maximum amount of energy, hence the thrower must have good contact with the ground and must drive from both feet. The reverse may be an advantage for a small man but after studying the great throwers of the past who were, as a rule, fairly large men, we find that Philbrook, Duncan, Mucks and the three great men from Finland—Taipale, Nicklander and Nittymaa, did not use the reverse as taught today. In the finish I do recommend that the thrower follow through as far as possible, keeping his left foot in place and after the throw, dragging his right toe in an arc to the right. This last motion I used, as it let me follow the throw a bit further and aided greatly in maintaining my balance and in preventing fouling.

Illustration 7
Note that Lieb does not reverse but *drags* his right foot.

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Illustration 8
*The Follow Through. Although Lieb does not reverse, note that he follows the throw with his eye and arm and obtains the maximum reach.*

Foot Work in the Discus Throw

After studying the actions and styles of a great many throwers I devised my own form, keeping in mind two points, namely, the elimination of unnecessary actions, and the combining of only efficient and consistent actions. I feel that my form has been consistent, especially this last year, when in nine meets I averaged one hundred and fifty feet under various unfavorable weather conditions, my final meet netting me the world's record.
Any discussion of pitching must, of necessity, begin with control. No other phase of the game has any meaning until this fundamental has been mastered. And by control I do not mean merely the ability to throw the ball over the plate, but rather, the ability to pitch inside or outside, high or low—in short, to hit a dime, as the saying goes.

To a great many pitchers, the catcher's signal means merely that he is to throw a curve, a fast ball or to use a change of pace. These pitchers get their signal, then content themselves with putting as much "stuff" on the ball as they can. But, as a matter of fact, what they put on the ball isn't nearly so important as where they put it. It is the capacity to know where to pitch and the ability to pitch it there, that constitutes the difference between "pitchers" and "throwers." One throws mechanically. One pitches intelligently.

To be sure, the boy who has a little extra speed can usually "push them by" in high school competition where the batters are not, as a rule, very well trained, but when he gets to college he needs more than speed. When working against well coached batters, a man must use judgment with every pitch.

There are certain things a pitcher should know about every batter before he can pitch to him intelligently. But all that is necessary for him to know he can learn from the batter himself after he takes his position at the plate. In general, he should make four fundamental observations. He should observe each batsman to determine:

1. His position at the plate.
2. His grip on the bat.
3. His stride in hitting, and
4. The nature of his swing.

In watching the position a batter takes, it is essential for the pitcher to observe not only his distance from the plate but also whether he is in the rear or in front of the batter's box. The man who stands close, unless he chokes his bat considerably, will naturally have trouble with inside balls, while the one who stands away will be bothered in most cases with outside balls. A batter who stands well away from the plate will frequently swing at bad balls that are inside and high when he is "in a hole"—that is, when he has two strikes. The batter who "stands away" does so to avoid the fast ones in close but when he gets "in a hole," he will usually lose his confidence and swing at these bad balls.

The batter who chokes his bat is invariably poor on outside curve balls, but can usually hit all inside balls hard as he meets them out in front. The man who does not "choke" the bat unless he is big and strong—has a hard time hitting the ball out in front. In such cases a pitcher can get many close ones by him.

As soon as a batter hits at a ball, the pitcher should know where he
stepped. That is, he should know whether he “pulled” or “stepped in.” A man that “pulls” ought to cause a pitcher very little worry. He can throw almost anywhere, except through the middle, to such a batter and will usually “get by.” A pitcher is almost always safe in working on the inside, either with a curve or fast one, when a man who steps in is at bat.

The batter that is hard to pitch to, is the one who steps straight ahead. He is apt to hit either close ones or wide ones. When working against such a batter the pitcher must look further for his cue.

Nearly every batter, while standing at the plate, takes a few preliminary swings before he is pitched to and nearly always he will swing his bat through his own particular “alley.” In other words, he swings his bat where he would like to have the ball pitched. In this way he unconsciously tells the pitcher—provided the pitcher is “smart” enough to read the signs—just what he (the pitcher) wants to know. If a batter swings his bat low in a golf-like stroke, a pitcher should know, at once, that he is pretty apt to have trouble with the high ones. Other batters never let their bats drop lower than their waists when making practice swings. These men invariably have trouble with low balls.

A pitcher should always try to determine in advance when a batter is likely to bunt. Usually the location of men on the bases, the number of outs, the score, and other factors in the game will pretty well determine whether or not a bunt should be expected. However, if in doubt and a real good batter is up, it sometimes pays to waste a ball to find out the batter’s intention.

As previously stated, none of these observations in sizing up the batter mean anything until a pitcher has mastered his control. Obviously, it could do a pitcher little good to know that a batter was weak against high balls on the inside if, when he tried to throw them there, they cut the middle of the plate, waist high. But if a pitcher can put them where he wants them, he can certainly get a great deal of

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A FEW POINTS ON CATCHING
BY A BIG LEAGUER

BY
ARTHUR E. WILSON

Arthur E. Wilson began playing baseball with the James Millikin University team in 1904. The following year he played on the Mattoon, Illinois, team and in 1906 went to Bloomington, Illinois, in the Three Eye League. He was purchased by the New York Giants in 1908 and remained with them until 1914 when he became a member of the Chicago Federal League team. After two years of playing with this team he became the property of the Chicago Cubs. In 1918 Mr. Wilson was sold to Boston, where he played until 1921. In that year he went to Columbus of the American Association. He became manager of the Pittsfield Club of the Eastern League in 1923 and at the end of that season entered business in Chicago.—Editor's Note.

The catcher besides having the necessary physical qualifications of a man who can receive and throw must further instill into his mates the fight and pepper that goes to make a winning team. He is the focus of all eyes, so he should keep the other players hustling. Hartnett of the Cubs is a good example of a catcher who has this particular quality; to see the Cubs work with him as a whip is indeed a treat.

A young catcher may think that it is necessary for him to work with his feet wide apart so as to be braced for the pitch, but it is much better for him to work with his feet as close together as possible and still be set so as to receive the ball. There is but little time for him to adjust himself and be in a position to throw, so good balance is essential in correct throwing. His hands must be considered also, as he can, by little effort and practice, learn to receive with his hands either up or down, according to the pitch; then, if there is a foul ball his fingers will be brushed aside. He will thus avoid the possibility of receiving a serious injury by having the ball strike the ends of his fingers.

Catching is said to be, and no doubt is, the hardest position on a baseball team. Therefore, it requires on the part of the player more poise, thought and foresight than any other position. The fact that the catcher is the only player on the team who has all the other players facing him puts him in a position to see all that is going on. It is his duty, then, to see that each man is in the proper place for the particular man at bat. One man out of position at a critical time may be directly responsible for the loss of the game.

A catcher should make a careful study of the attack of the opponents including the particular kind of a ball each opponent hits with the greatest degree of success, to what field he hits hardest, his ability to bunt, and his speed, once he is on the bases. The catcher must work in harmony with his pitcher and be ready to coach him at all times regarding the weakness of each hitter; he

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WHY ATHLETICS?

By John L. Griffith

The Journal has recently been privileged to present to its readers the three splendid articles by Dr. Kennedy, Dr. Belting and Fielding H. Yost, which deal with the modern idea of athletics. The Journal is convinced that educators are for the most part accepting the idea that athletics have a place in the school and college program and the majority are concerned with methods of developing and improving athletics. Athletics, of course, is a general term. It applies both to the loosely organized and the highly organized games. There are but few who object to the loosely organized athletics and there are each year fewer and fewer persons who object to our highly organized contests to the extent that they recommend that intercollegiate athletics be abolished. However, there are enough objections raised from time to time to challenge the thought and support of those who believe that athletics are worth while and should be encouraged.

When speaking of athletics it is not necessary to explain that the virtues are to be found only in athletics properly administered. In other words, athletics are not moral any more than books or science. It depends upon the character of the books, upon the use that is made of the knowledge of science and upon the ideals that are taught through the medium of games. Most of the objectors have adopted catch phrases that are misleading. Doubtless not many of them would recommend the conclusions that may be inferred from their more or less startling statements. However, they leave us in the dark as to their real meaning. Among some of these familiar catch phrases are the following:

1. "THE TAIL WAGS THE DOG." Of course, what is meant by this is the athletic interests of the college over-shadow the scholastic interests. While it is not stated, the person who uses this expression leaves us to infer that we would help the animal by cutting off his tail. Some would cut off an inch, some three or four inches and some the whole appendage. Possibly we would accomplish better results by devoting time and thought to the question of what we can do for the dog. All of us who believe in our educational institutions will agree that the future of our civilization depends upon education. I am sure that all will agree that educators are underpaid and that more should be done to advance educational interests than is being done. However, we will accomplish more by presenting the needs of those departments of the educational program that are not progressing rather than by attacking those phases of education that are meeting with popular favor.

2. "THE STUDENTS AND ALUMNI ARE MORE ENTHUSIASTIC OVER FOOTBALL THAN THEY ARE OVER THE CLASSICS." Every once in a while someone makes the startling discovery that our alumni and students shout louder over athletic achievement than they do over intellectual accomplishment. These people, however, are twenty-four hundred years behind the times because Isocrates found that the Greeks in his time accorded greater prizes to the athletes than to the scholars. In other words, human nature probably has not changed very much in the last three thousand years and it is not clear that it would be a good thing for society if we were to lose our admiration for the primal qualities which have always characterized the human animal. God gave
us legs and arms and hearts as well as minds and probably he intended us to use them. In our modern life today, however, we do not have much chance to use them in an unrestricted manner except when we take part in our various games. The men who startle us frequently by lamenting the fact that we are still interested in the fundamentals as exemplified in our athletic games are wrong if they believe that they can create more interest in art and science by abolishing intercollegiate athletics. In passing it is interesting to conjecture why it is that the newspapers will give so much space to a professor who announces that he does not like football. The answer probably is this. Namely, we as Americans quite unanimously believe in and support our American institutions and when someone is found who voices his disbelief in these institutions we look at him in amazement and chronicle his disbelief in large type in our papers. Bill Haywood’s name is known throughout America not for the work that he has accomplished but because he said that he did not like the American institution of government. Of course, if a great many college professors made speeches and stated that they did not approve of football the papers would not carry the reports because this would not be news.

3. “CREAM WILL RISE TO THE TOP.” This is another favorite expression that is used by those who believe so thoroughly in the principles of democracy that they would discourage the development of stars. The word “star” itself indicates aristocracy. Possibly this philosophy of society is correct. Leading minds of today are not in accord on this question as to whether or not mediocrity should be our aim instead of superiority. Whatever our opinions, however, we may assume that educators believe in the principle of the aristocracy of learning because the freshmen who do inferior work are dropped from school usually at the end of the first semester and at most of our colleges provision is made for dropping a student at any time during his college career when he fails to measure up to the scholastic ideals of his institution. On the other hand each student is urged to major in some subject with the thought that he may achieve superiority along some definite line. If he does he is given various academic rewards. In many of our large universities the head professors do not come in contact with the underclassmen but devote their time to the instruction of upper classmen and graduate students. In other words, it is considered pedagogically sound to favor those of superior achievements and to eliminate the inferior students. It is not clear that we should neglect the cream and concern ourselves only with skim milk.

4. “BIG STADIA ARE BEING ERECTED TO ACCOMMODATE THE MULTITUDE INTERESTED IN FOOTBALL WHILE THE ALUMNI AND PUBLIC DO NOT ASSEMBLE TO SING THE PRAISES OF THE RESEARCH STUDENTS.” Those who make this charge possibly do not intend to mis-state facts but they at least by innuendo suggest that our college trustees spend millions of dollars of tax monies to build the stadia and to hire the coaches. Nothing could be farther from the facts. Athletics in most of our colleges are self-supporting and comparatively little money is taken from the university funds and applied to athletics. In fact, in many of our institutions the athletic department finances all of the activities of the physical education department. In the second place, while it is more or less popular here in America to view with alarm anything that succeeds, yet after all we probably have not reached the point where as a people we are ready to condemn any enterprise because it
meets with popular favor or has yielded a profit just so long as the money is honestly obtained and the profits are wisely expended. Russia has been trying the experiment of limiting competition and of discouraging enterprise. If we apply the Russian doctrine to athletics perhaps we will next apply it to big business.

5. "IT IS IMPOSSIBLE TO HAVE BOTH HIGHLY ORGANIZED AND INTRAMURAL ATHLETICS." Frequently men who believe in the health program or in formal work or in intramural athletics attempt to create interest in the things which appeal especially to them by attacking intercollegiate athletics. Every coach who has the proper conception of his duties must believe in the principle of the greatest good to the greatest number, but yet it is not clear that he can put over a health education program solely by abolishing interinstitutional games. It is possible to have both. In some of our institutions, notably West Point and the University of Illinois, intercollegiate athletics are fostered and at the same time every man in the university is required to participate in the various athletic activities. There is no question but that we should all be concerned with the problem of how we can get every man into some physical education activity or another but it may be repeated that this can not be accomplished by abolishing the highly organized games.

6. "NEWSPAPERS DEVOTE MORE SPACE TO EXTRAMURAL THAN TO INTRAMURAL ATHLETICS." What if they do? That is hardly sufficient ground for attacking the latter. If our intercollegiate games are demoralizing, if the conduct of the players is unsportsmanlike, if the stories of athletic games are unwholesome, then we might view with alarm the tendency of the papers to devote so much space to

sports. The fact is that the sport page is the cleanest page in the paper and certainly no one will debase his morals by reading that "Red" Grange made several touchdowns in the game, that Wichita High School won the National Interscholastic Basketball Tournament or that Charlie Paddock broke another record in track.

The philosophy of the athletic field affects in a large measure the philosophy of our life today. Through the medium of our games we learn to play the games according to the rules, to believe in fair play, to be courteous to opponents, generous as victors and uncomplaining as losers. If the behavioristic school of psychologists is right the function of education is to improve human nature. Every coach has the opportunity of using the athletic games as a medium for character training. Most of them are doing a good job.

7. "TOO FEW STUDENTS BENEFITTED." "Too few students benefit from intercollegiate football despite the disproportionate amount invested in it." This seems like a startling indictment of college athletics at first blush. However, it is not so serious when the facts are considered. In the first place, certainly not much would be accomplished by lessening the drawing powers of intercollegiate football because that would be the same as killing the goose that lays the golden egg. In the second place, doubtless many of our college athletic directors do spend public money carelessly, but their budgets of receipts and expenditures are for the most part open to the public and no one as yet has taken the time to analyze these budgets and to point out wherein these athletic directors could effect a saving. The fact is that the profits of the football season are not squandered so ex-

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COMPETITION

Many of the people who are disturbed these days because of the popularity of competitive athletics advance various reasons for their fears, but underlying them all may be found some questionings relative to strenuous competition. Life is made up of a series of competitions. As soon as a boy is old enough to talk and walk he competes with the other children in the family for the attention and favor of his parents. When he is a little older he competes with the other kids of his own age in stunts, fighting, running and throwing. When he enters the grade school he competes with the other children for the honor of passing the water, standing at the head of the class or leading the march. In high school he competes for the privilege of staying in his class, for the privilege of serving on the board of student publications, of appearing in the school play and of being on the honor roll. His first year in college he has very serious competition with the other members of his class for scholastic standing. All of the starters in the freshman race, it may be assumed, strive for the same goal. At the end of the first semester a small number will be rated as superior students, the great majority will be rated average and those who trail in last will be marked, “inspected and condemned.” Many thousands of college students who fail in scholastic competition are dropped out of school at the end of the first semester. After graduation if he enters the field of business he finds, whether he wills it or not, that he is in direct competition with others in the same line of business endeavor. If he is a lawyer he must compete with the other lawyers in trying to secure favorable jury or judicial decisions.

Athletics, of course, are highly competitive but this should not condemn them. Our consideration should rather be whether or not the competitions bring out the best that are in the competitors. Are athletic competitions conducted with a spirit of courtesy, with an appreciation of the principle of fair play and with respect for the rules of the game? These same tests might be applied to other competitions of life. Who shall say that the codes that govern athletic competitions are not on the whole more binding on the players and are not more wholesomely respected than those that apply to the rest of life’s competitions?

What we need is not to lessen the spirit of competition, but to place more emphasis upon the manner in which men compete. All of the folderol that has been written about our coaches and athletes trying too hard to win is misleading because it places the emphasis on the wrong place and the wrong thing. In athletics it has been demonstrated that men can compete to the limit of their capabilities with titles at stake and still observe the niceties of competition.

Many of the ladies of both sexes are preaching a doctrine in
athletics which if carried out would develop men of weak and insipid character. What we need is more of the strenuous life, more of the rugged sports, more of the idea that a man should do his best in athletics and in everything else. Some day we will condemn only the man who cheats as a competitor and not the one who having paid the price for victory claims the victor’s prize.

ATHLETICS FOR ALL

So much has been said in recent years in favor of the idea of athletics for all, so little has been said against it and so many colleges and high schools are putting the plan into operation, that it may be assumed that we are almost unanimously in favor of a program which will give all of the boys in the schools and colleges athletic training. Some have been more enthusiastic in trying to sell this idea than others, yet it may be stated without fear of controversy that probably no coach or athletic director is opposed to the plan.

There are two distinct ideas, however, regarding the best means of promoting a universal athletic program. One of the schools of thought is represented by certain gentlemen who have been through all the years unselfish, altruistic and honest in their opinions. These men have for the most part held the opinion that athletics should not be included as part of the physical education program. They have regretted the fact that American college students, college alumni and the public were more enthusiastic over the competitive games than over the other physical education activities. They have done some excellent work in showing the need of physical examinations, of corrective gymnastics and in promoting intramural athletics. They have consistently and honestly, according to their opinions, advocated the curtailment of the intercollegiate program and the development of the required work and intramural athletics. No one can quarrel with them because of their objectives. There is room for doubt, however, as to whether or not they have been as successful as they deserved to be in bringing about the things that they desired.

On the other hand there are certain outstanding men in the physical education world today who have always believed in intercollegiate athletics and have devoted a great deal of their lives to the work of developing, improving and safeguarding these extra curricular activities. These men have held that intercollegiate athletics was a part or should be a part of the physical education program and they have administered intercollegiate athletics as well as the required work and intramural athletics. The University of Illinois provides an illustration of this type of development. Mr. George Huff, who has been Director of Physical Education at this university for a quarter of a century and who has served until recently as baseball coach of the Illinois teams, has developed a splendid program of intercollegiate athletics. He believes that athletics have a place in the educational work of the university and considers that athletic coaching offers a field for service and that athletic coaching is an honorable profession. He has built an immense Memorial Stadium and his football teams each fall play before several hundred thousand spectators. He has not, however, neglected the masses and, in fact, has in operation a plan at Illinois which requires that every male student entering that university must take part in the physical
education activities (which are quite largely athletic in nature) at least twice a week for the four undergraduate years. Here then is an illustration of a large and prominent university that has very efficiently developed an intercollegiate program and at the same time has enrolled one hundred per cent of its men students in athletics.

The purpose of this editorial is to suggest that it is not necessary to curtail the intercollegiate athletics in order to develop the plan of athletics for all and in fact it may be permitted to go further and to inquire whether more can not be accomplished by following the Illinois plan than by following the plan that has been tried by others where intercollegiate athletics have been considered an evil and where efforts have been made to minimize their value for the sake of calling attention to the values of other things.

THE MORAL DISCIPLINE OF SPORTS

The Chicago Tribune under date of April 14th in the following editorial suggests that “the physical director is a sound moralist.” Those who decry the fact that youth is interested in games and sports may well read this editorial with profit:

“A Northwestern University student, weakened at 21 by diabetes and morbid because of illness, took his life. He had kept a record of his doings and opinions, and that revealed, as has been revealed in other tragedies or crimes of youth, that the disciplined life parents hope or think their adolescent children or their sons in young manhood lead was not reality.

“Probably youth does not change much from one generation to another. Maturity produces quietism in most cases. Life is not flaring very strong in most adults who have been through the mill of work and responsibility. Maturity when it is protected from folly may think that it is strange for youth to be discovered in it.

“Yourth is about the same in its impulses one time as another, but there may be variations of discipline and of code. There have been material changes in the world in the last ten years and temporarily they may have moral equivalents or consequences. In an automobile young people now have a fifty or seventy-five mile range of territory in the evening. Liberty, speed, and youth.

“People say that responsibility is in the home, but there are limitations to what parents can do with young manhood. One limitation arises out of lack of information. It is not easy to follow all the trails of the son. Lack of information also gives confidence and it is hard to break down the plausibility of appearances. It may be still harder to apply discipline when youth resents it.

“Yet people have their own codes. When the code is good it is the best discipline they get. It imposes itself. A man’s college with a code of athletics has discipline. Pre-eminence in sports is obtained by a severe life of discipline. Indulgence and success on the athletic field do not go together.

“The vitality of youth will get an out and if it finds this in hard physical competitions it hasn’t much time for wild riding. The physical director is a sound moralist. The code of sports is a clean code and when boys accept it they also accept the discipline which is the most rigorous that can be imposed on youth.”

The man who claims that no athlete ever does wrong is just as much an extremist as the one who sees nothing but evil in games and athletics. In the last analysis the majority of fathers today will probably feel safer knowing that their sons are ambitious to excel in athletics than believing that they are spending their leisure time in other ways. The normal healthy boy will not be satisfied with books
alone. He seeks adventure and excitement. If he feels that he has a chance to excel in athletics the chances are that he will be satisfied with the adventure and excitement of athletics, and further, he will not experiment too much with gin and late hours, because he knows that neither are good training diet.

ORGANIZED TOWN ATHLETICS

The Journal recently called attention to the fact that the schools and colleges of the United States were responsible very largely for developing physical education throughout the country. The educational institutions have built the gymnasiums and the play fields and have purchased the athletic and gymnasium equipment and provided the instructors. As a result it is not surprising to find that most of the great amateur athletes of the day owe their success to the training that they received in the schools and colleges. The reasons why so much has been accomplished by these institutions are that they were organized, they promoted amateur athletics and further the athletics which they promoted have been well administered.

In some of our towns and cities splendid work has been accomplished by the Y. M. C. A. physical departments, by Community Service Directors and by the Playground and Recreation Associations. However, in the majority of our centers both large and small little has been done in the way of organizing the community along athletic lines. The writer is of the opinion that the next quarter of a century will see the development of town athletics. Some cities have already organized city athletic committees and a few have employed athletic directors and coaches. The Journal presents in this issue an outline of the work in Milwaukee as administered by a city athletic Director. Where the experiment has been tried it has been found that athletics as a moral agency have been of value in developing civic spirit and of uniting the citizens in a common purpose.

There is no reason why a school or college coach should not use his knowledge of athletics and his executive ability in organizing town athletics especially in the summer. Why not develop this new field? The same things that have prevailed in athletics in the schools and colleges are sound for athletics in towns and cities. For instance, in the educational institutions athletics are considered of value chiefly because of the effect which they may have upon the players and all of the friends of the institution. In other words, the schools and colleges are not primarily interested in the show business. In the second place amateur athletics in the schools and colleges have prospered while professional athletics outside of the major leagues has not been highly successful. There can be no question but that the town that goes in for amateur athletics will in the long run get a great deal more out of the games than the town that promotes professional teams. In the third place the schools and colleges have used the profits of their games to develop more athletics for more students.

In order to stimulate this phase of athletic organization the Journal will award a prize of twenty-five dollars to the man who reports the best plan of organization of town or city athletics this summer and who shows the best results. Due consideration will be given for the size of the city or town.
A Year's Course in Physical Training for High School and College

BY

ROBERT NOHR, JR.

This is the eighth of a series of articles by Mr. Nohr now appearing each month in the Journal. The lessons suggest a course of training that is suitable for either school or college students. Mr. Nohr is an instructor in the School of Physical Education in the State Normal College, LaCrosse, Wisconsin.—EDITOR’S NOTE.

As soon as the weather permits, the class work in physical education should be carried on out of doors. A program of field and track activities and mass team games are desirable for the regular class instruction while leagues in baseball, soccer and speedball should be arranged for after school hours.

The work in field and track can be made very interesting by having that instruction culminate in a field day in the nature of a Pentathlon. The fundamentals necessary for good form and execution in each of the events should be taken up in the regular class lessons. By dividing the class into smaller groups and rotating from one event to the other with good leaders as instructors, much can be accomplished. The five events ought to give an all round training in speed, strength, and mild endurance. A good grouping would be:

100 yard dash,
Running broad jump,
Running high jump,
Shot put, and Discus.

Classes will compete as groups and individual proficiency will only benefit the group. The scoring table should be posted so that students may notice any improvement in their practice from day to day. A group interest and team loyalty will be developed by emphasizing the fact that students who are weak in some events must practice to bring up the team average.

A study of the method of scoring will show that there are several elements which will go into the determining of the group average. The greater the value of each accomplishment from the standpoint of physical educational aims, the greater the reward in points.

The total number of students should be divided into mixed squads of ten or twelve. If the total number participating is large, equipment and officials should be provided for two or more squads working on the same event at the same time. Each squad must have a definite order of rotating events. All competition is individual and the extra points for places are determined by the first, second and third best records in each event and in the all around.

The following tables of records and points have been found to be satisfactory for students of the School of Physical Education at the State Normal, LaCrosse, Wis. For high schools the aims will be somewhat lower. A good performance should be listed as ten points and anything below five points as poor. If the qualifications are too high for the first field day, the standards should be lowered. Each school is an individual problem.
### Events

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Scoring

Each group standing will be determined on the following basis:

1. Total number of points.
2. Additions to these totals may be made as follows:
   (a) A place in "All-round" competition: First, 25; second, 15; third, 5.
   (b) A place in any single event: First, 5; second, 3; third, 1.

   (c) For the percentage of men qualifying in each group:
       75% ........... 10 points
       80% ........... 30 points
       85% ........... 70 points
       90% ........... 80 points
       95% ........... 90 points
       100% ........... 100 points

   Qualifying is defined as making at least 5 points in all events.

3. The gross total is divided by the number enrolled in the group regularly regardless of whether all competed or not; except those having been excused for some good cause (to be determined by the committee on arrangements). This will give the group average.

Following is a chart for the recording of the results: It is suggested that if this chart is displayed in a public place it will create interest in the contest and will make it possible for each man to measure his performance with that of the others. It is surprising how much interest the men will take in a pentathlon contest.

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**PENTATHLON**

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**Notes:**

- Points for FL. QUAL: + GRAND TOTAL ÷ NUMBER GROUP = GROUP AVERAGE
BASEBALL AND BASKETBALL

by

JAMES N. ASHMORE

Mr. Ashmore has had twenty years' experience as an athlete in college, in professional baseball and as a college and university coach. He has been editing a department of the Journal devoted to baseball and basketball and will conclude his series with the June number. If you have any problem connected with baseball write to Mr. Ashmore and he will gladly give you his advice.—Editor's Note.

The Training Value of Baseball

Much has been said in recent days regarding the comparative merits of golf and baseball. There is a certain kind of training which may be gotten from each of our games. The boy who goes through school or college and has had no physical training outside of setting-up drills has missed some of the finer qualities that may be gotten out of a well-rounded course in physical education. On the other hand the boy who has played one game exclusively might be benefited by gymnastic or calisthenic exercises. Football calls for certain characteristics which are peculiar to the fall sport. In basketball, training of a different kind is stressed and baseball develops certain qualities which are peculiar to this game. Walter Camp has suggested that golf is a selfish game. Probably what he meant to say was that it was better for a boy to play in some of the team games rather than in a game that lacks some of the social characteristics that are pre-eminent in baseball and the other popular sports. It is not my purpose to say anything against golf or any other sport. Each has its place and every boy may well participate in a number of different forms of athletics with profit to himself. Baseball calls for such physical qualities as agility, speed, strength, motor control, flexibility, grace, kinesthetic sense and co-ordination, in addition to such qualities as initiativeness, aggressiveness, courage, poise and self control. Because of the nature of baseball it provides possibly more diversified training than any other game. In baseball the ball must be handled when it is traveling faster than in any other game. This calls for quick decision and quick action on the part of the players. Take the in-fielder for instance—he must master the technique of handling hard hit ground balls that come directly toward him or to either side. The ball may travel close to the ground or may come by...
bounds. He may have to run in fast on a slow hit ground ball, pick it up and make his throw all in one motion, or he may have to move back in order to play a ball hit into the air. After he gets the ball he must know what to do with it. The best ball players figure out in advance what they will do if the ball comes to them. However, the actions of the base runners may upset all preconceived plans. The infielder may in addition to following the ball and throwing it be required to take a thrown ball and touch a base runner sliding into a base. In addition to this a player must have thorough knowledge of a very complicated set of rules, must remember how many men are out, the inning and the score. His decisions vary, depending upon these factors. In football and track, conditions are more or less fixed and the players more often determine pretty well in advance how they should execute their plays. Many men who excel in other sports lack the ability in baseball to concentrate their minds on the play in question, to exercise self-control and to do the thing required under the most trying circumstances. Baseball exemplifies many of the qualities that are characteristically American. This probably very largely accounts for the popularity of our great national game.

Baseball Coaching

School and college football, basketball and track teams are on the whole better coached than are the baseball teams, the reason probably being that the coaches have not tried so hard to master the technique of baseball coaching as they have the technique of the other sports. A young coach at a coaching school recently suggested that he was not going to take the baseball course because having played the game all his life he thought he knew all there was to know about the game. This man probably had played baseball of a sort but certain it is that he had not mastered the fundamentals of the game because baseball is so intricate that even the old professional players are continually learning something new about the game. In the majority of our coaching schools the basketball coach has the largest class, football usually comes second, and baseball third or fourth in popularity. Of course, there is another factor which might be mentioned, namely, in the spring we have both track and baseball and in some of the schools where it is not possible to conduct two major sports one or the other of these is dropped. However, the point that I wanted to stress is that the young coach will profit as much or more by making an intensive study of baseball coaching as of any other sport.

Choosing a Bat

One of the most important items of equipment in baseball is the bat. Many big league players have bats made to order according to their own ideas of what a bat should be. Some of the qualities to be considered in selecting a bat are these: First, a bat should be made of carefully selected wood by an expert bat manufacturer. The best bats are made from straight grain second growth ash. A bat made from wood with a twisted grain will usually lack what in baseball is called the “drive” and further such a bat will probably be easily broken. If the wood has checks that appear porous that probably means that it is soft. Some ball players prefer second growth ash that is of a lighter color, believing that those with the dark brown color are not so good. When a bat is finished with a highly col-
ored dressing or varnish of course it is impossible to determine the character of the wood by looking at it. The fact is that the only test of a bat after all is the use of the implement.

Most young ball players make the mistake of selecting bats that are too heavy for them. They should choose one that they can handle without too much trouble and one that seems to have the proper balance. Some men like bats with a small handle and others prefer those with a large grip.

When once a good bat is found a player should be careful to preserve it. If he thinks he can bat better with a certain implement the chances are he will get his hits more regularly by using that club than if he uses another even though the other may be just as good a bat.

Baseball Pants
A freshman once reported for
football practice in one of our large universities. He was given a uniform by the equipment man which he put on but feeling only partially dressed he topped it all off by wearing his hat out on the field. Of course, you say this was ridiculous but yet I have seen baseball players report for practice who looked just as ludicrous because the men did not know how to roll their baseball pants. The old ball players always turn their pants inside out, then pull the legs on and fasten them below the knees. The pant legs and the stockings may be rolled together or the pant leg may be rolled and the stockings fastened above the knee with an elastic band. This may seem to be a small item but it is the little things that count in baseball.

**National Basketball Tournament**

The Seventh Annual Interscholastic Basketball Tournament conducted by the University of Chicago was a success viewed from every standpoint. Forty-two teams representing thirty-five different states entered the contest. Among the teams were thirty-one state champions. Three had won tournaments that represented groups of states. El Reno, Oklahoma, had won the championship in the Central States Tournament. Greeley, Colorado, holds the 1925 championship of the Rocky Mountain States, and Saranac Lake was the winner of the Adirondack Tournament. Waukegan, Illinois, entered as champion of the Chicago Suburban District. The teams that were not winners in sectional or state tournaments were either runners up in state tournaments or other important competitions.

From the standpoint of sportsmanship the tournament was especially pleasing. Between three and four hundred boys all thoroughly imbued with the competitive spirit and all anxious to win honors for their schools, towns and cities tried as hard as possible to win victories and yet not a single boy objected to a decision by word or action and so far as the writer could see there was not a single unsportsmanlike act committed on the floor of Bartlet Gymnasium throughout the five days of tournament play.

As is to be expected since the teams were trained in different sections of the country, many different systems were followed by the players and many different ideas of strategy and tactics were shown. The Journal readers who were unable to attend the tournament may be interested in an analysis of the different systems of play. With that in mind I will attempt to give, first, my impressions of the predominating styles of attack and defense that seemed to prevail throughout the tournament. The majority of the teams used a four-man attack, the running guard being used to feed the ball to the center while the two forwards worked down the floor in advance of the guard. Sometimes the three forward men on a team would break differently from those on other teams, but the four-man offense was very much in evidence.

Torrington, Connecticut, and Lakeview, of Chicago, each advanced the ball by dribbling. When these teams used passes the passes were made after dribbles and usually were away from the goal rather than toward it. Clarkston, Washington, and Uniontown, Pennsylvania (two very good teams) employed an attack that is very similar to that which was used by West Port, Kansas City, Missouri, and which will be described later on in this article. Saranac Lake, New York, using short passes, exhibited a dashing type of offense. Waukegan, Illi-
nois, employed a driving attack as follows: The guard would dribble down the floor, deliver the ball to a forward on one side of the court and then dash on to receive a return pass, after which he would attempt to dribble in for a shot.

No section of the country could be said to have a distinctive type of play that was characteristic of the section. The dribble and turn-back as a set method of attack was conspicuous by its absence.

One team sent all five players down the court on the attack with the result that on the opposing team three men broke through and scored after the first shot had missed and before a defensive player could get back to prevent the attempts at goal. The most common formation on tip plays at center was the one in which the two forwards took positions opposite the center player, one on
either side and the guards back in defensive territory. Several teams used the “Y” formation for the tip-off. In this one forward was directly in front of the center, the other directly behind the center and the two guards were abreast, but behind the second forward.

It should be noted that the teams that advanced the ball by lob passes did not survive the second round of competition since the ball was too often lost by being intercepted and the team was thus usually left in a weak defensive position as a result. When the cross court pass was intercepted two men were usually caught out of position. On the other hand, when a passer would make a longitudinal pass he was not so often caught out of position on defense.

The defense tactics employed were even more uniform than the offense tactics as shown in this tournament. The five-man zone defense was used by practically all of the teams, some of which played the zone defense and then later turned it into a man-for-man defense, but the methods were more or less standardized.

It was common to see two guards near the goal with two forwards in advance, one on either side of the guard and the center slightly in advance of the forwards, but in the middle of the court and just in the rear of the center circle. One of the teams employed a running guard as an offensive forward and thus sometimes his team was caught unprepared on defense.

The writer after having watched the best high school teams of the country in competition was convinced that too much emphasis had been placed on developing a system and not enough attention given to the individual players. The efficiency of a team depends more upon the
technique of the players than on the system of play. Coaches might well pay more attention to the fundamentals in developing individual players so that they will fit into the system more perfectly.

Wichita, Kansas

The Wichita team, which won first place in the tournament, was well coached, was composed of players with ability, and displayed a smooth working offense and an equally sound and effective defense.

Wichita's offense system was a revision of the now more or less obsolete style known as the long pass game. It was revised from a long pass to a short pass attack style which employed some of the old style principles referred to above. There were these differences, however, namely the guard worked down the floor before making his pass to the center. On the offensive break the forwards dashed down the floor, one on either side of the guard, and the center went down through the middle of the court and usually found a place between the foul line and the goal. When he saw that the guard who was dribbling forward was ready to pass the ball, the center met the pass and either slapped the ball or passed it to one of the forwards who then cut from the side line towards the goal. Sometimes the guard would make a pass to one of the forwards who came out to receive the pass along the side line and then dribbled toward the goal. The man with the ball frequently made use of a bluff by feinting a step-to-pass; this was done to enable him to time the break of his teammates.

The Wichita team was probably better on following in after shots than any of the other teams. The players not only followed in consistently, but they had a defi-
nite method in executing this important phase of offense. McBurney, the center, and Churchill, a tall and clever forward, drove in one on either side of the goal while the small forward, Fullington, played for the ball between the goal and the foul line. The two big men batted the return shots or caught the ball and swung away from the goal for a shot. This follow-in work of the Wichita team was one of the outstanding features of the entire tournament.

The defensive system as used by Wichita might be described as first a five-man zone defense which later became a man-to-man defense. The men on the primary line of defense allowed one man to pass on either side and then picked up the opponents as they advanced into scoring territory. The semi-final game showed one weakness of this team and that was a matter of individual defensive tactics. For example, a Wichita guard permitted a Westport player to pivot around him for the goal that tied the score in the fourth quarter. A few seconds later the same guard permitted the execution of this same play which gave the opponents a two-point lead.

Elreno, Oklahoma

The Elreno team that won second place in the tournament was a polished basketball organization. The individual players appeared on the whole to be less mature than the players on the other teams. Nevertheless they showed that they had plenty of endurance.

Elreno's defense featured the play of this team. It was a five-man two-line type of defense in which the players broke back on defense to a position past the center of the court. The men on the primary line permitted two opponents to go through and then each man took an opponent and played him until the ball was recovered. Elreno met Greeley, Colorado, in the third round and held that team to six points for the game. Greeley, having scored rather heavily in its previous games, was apparently disturbed by the strong defense that was put up by the Elreno boys.

Although Elreno was strong on defense, it also displayed a very effective attack. The outstanding feature of the team's offensive play was a bluff which was not used by any other teams with such good results as by Elreno. The Oklahoma boys were more accurate on long shots than the men on any other team. It was noted that each Elreno player dragged the toe of his rear foot when delivering the shot, and further, that the shots were well arched. The Elreno attack was executed in this manner. The guard dribbled forward rather deliberately while the forwards ran down into the scoring zone then hesitated near the side lines. The center took his position in front of the goal. A forward would come back toward center keeping close to the sideline to receive the ball from the guard. After the forward received the pass he dribbled toward the center of the court and then shot, passed forward or turned back and redelivered the ball to the guard. Sometimes the forwards worked too near the side line and consequently were "tied up with the ball." On follow-in shots the players would bat the ball in order to keep it in play and often a team mate would secure the batted ball and execute an easy shot.

Westport, Kansas City, Missouri

Many of the coaches picked Westport to win the tournament and this team was one of the outstanding combinations seen on the Bartlet Gymnasium floor. Wichita probably had its hardest
BASEBALL AND BASKETBALL

game with Westport in the semi-final round. This team scored more from tip plays than any other team. Further, it had a continuity in attack that was exceptionally good. The Westport players were alert and consistently employed the diagonal cut which accounts somewhat for the continuity of the team’s offense. The guard would execute a snappy pass through the space between the defensive players and the three defensive men would cut diagonally and thus cross the open spaces between the defensive men. This type of cutting for a pass might, with profit, be developed by more basketball coaches.

The Westport offense included accurate passing, well timed cuts, clever handling of the ball and a consistency on the follow-in after shots. This team’s offense was similar to that of Wichita and Elreno, the important difference

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being that the forwards cut after they reached the scoring zone. The man who jumped from center played as backguard on defense and the players made the necessary change of positions without getting caught open on defense at any time. This indicates that the men had been thoroughly coached.

Defensively the team lacked the finish that it displayed on offense. The individual players too often allowed the opponents to get past them. Westport at times seemed to be lacking in aggressiveness.

**Wheeler, Mississippi**

The tournament fans called Wheeler the team with fight, but without a system. It is true that the Wheeler players did display remarkable spirit every time they appeared for a game and the team possessed much more ability than the average fan appreciated even though its offensive system did not stand out so clearly as did the systems of the other three teams in the semi-finals.

The Wheeler attack was based on short passes made while the four offensive players were rushing down the floor abreast. The running guard played as a forward on offense. The men were alert and constantly followed the ball. Each man was cautious and consequently few passes were intercepted, and because of this the team scored many points. This team had two players who were very good shots. One was particularly good either on long or close-in chances. The men followed in after shots very well and often tied the guard up for jumped balls after the rebound, and since they were especially good at following the ball, they often secured it when the ball was tossed up. A less aggressive team would have been more often placed on the defense on these occasions. This team used the five-man zone defense, which was effective quite largely because of the aggressive tactics of the individual players. The Wheeler boys time after time, much to the surprise of their opponents, would get held balls.

Early in the Elreno-Wheeler semi-finals the fundamental weakness of the zone defense was demonstrated. Elreno scored by sending a player straight through the center to the goal. The two guards were covering the forwards on the sides and thus the goal was unguarded.

**Questions and Answers**

**Question:** Please give the set-up for the infield when a sacrifice is attempted.

**Answer:** Use the combination play for an infield.

**Situation:** A, The team at bat has a runner on first base with no one out. The first baseman should go towards home for a bunt. The second baseman is responsible for covering first base. The short stop should cover second base. The third baseman, the pitcher and the first baseman play for the bunt. If the first baseman sees that the pitcher or third baseman will handle the bunted ball he may return to first to receive the throw. But the second baseman must be ready to cover first base always on sacrifices. Often the first baseman will not be able to determine immediately that the pitcher can handle the ball. After he makes sure of that point it may be too late for him to cover his base. His first duty is to field the bunt and he should only return to his base when he has ample time to do so. The second baseman must remember that he is always responsible for covering first base but be ready to give way when the first baseman returns to take the throw. The catcher should field a short bunt.
He should call the play when an opportunity comes to retire the runner going to second base.

Situation: B, The team at bat has a base runner on second base with no one out. The first baseman plays bunts on his side of the diamond. The pitcher plays bunts on the third base side of the diamond. The third baseman covers third base. He would of course play bunts that were hit too deep for the pitcher to handle. The short stop should cover second base. He should also assist in holding the runner on second close to the base. The pitcher may give the runner on second a poor lead by bluffing him back towards the base and then delivering the ball before he is able to regain a full lead. The second baseman should cover first base. If the base runner advancing to third base can be retired that is the most advantageous play to make. If he cannot be

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caught make an out at first base, and give the opponents credit for working the play.

Situation: C, The team at bat has a runner on first base. Each time the pitcher throws to first base to catch or hold up the base runner the short stop should move towards second base just as the pitcher throws. When a runner is caught off by the pitcher he may break for second base. The short stop should be on second base to act as a target for the first baseman’s throw. If the short stop stands fast until the base runner makes his break the first baseman must calculate his throw or wait before throwing the ball. The calculated throw may result in a put out, the delayed throw will very likely arrive too late to effect a put out.

Situation: D, With a left handed batsman up who is a fast man, the short stop should move in to a position on a line between second and third base. If stationed in that position the short stop will be able to retire the runner on a slow ball hit towards him. If stationed in his usual position he will seldom be able to throw the runner out at first base.

Question: Will you kindly suggest what can be done to improve the average high school player’s batting?

Answer: Divide your players into squads small enough to ensure that each player will get plenty of batting practice. It is well to have the varsity squad practice at the home plate. Further, men who have good control should be selected to pitch to the batters. Sometimes an infielder who has good control can be used advantageously by having him pitch in batting practice. Further, it is well to have a catcher behind the bat both because this will save time and because he furnishes the target for the pitcher. The coach should watch each man when he is at the bat, study his faults and then give him suggestions as to how he may improve his form.

One of the prime requisites for a good hitter is that he should control himself in such a manner as to maintain a good balance when he swings his bat at the ball. He should play the ball, but never allow the ball to play him. Many players fight inside balls because they swing as though the ball were over the center of the plate. A right handed batter should hit an inside corner ball in front of him with the intention of pulling it to the left field. The coach should insist that the players should only strike at good balls.

On curved balls the player should be careful not to step away or drop his hips because if he does he will merely double the effect of the curve. A batter should follow the curve and not pull away from it. The coach should tell the player when a curved ball is to be pitched so that the batter may concentrate his attention on the curve and should learn to step in to the ball. It is of prime importance that the batter should learn to follow the ball with his eye from the time it leaves the pitcher’s hand until it is hit or it is in the catcher’s mitt.

Some of the best hitters have a natural timing instinct, but many players do not time the ball. A right handed batter may improve his ability to time the ball by trying to hit to the right field and a left handed batter by attempting to hit to the left field. When a batter tries to hit to the field towards which it is not natural for him to drive the ball he should not hit the ball quite so soon as he would if he were hitting it to his own territory. To
master this technique requires a great deal of time and judgment. It may be that school and college players are mechanical because they have been given too many details to think about in batting. Schools that formerly taught the alphabet first and reading later on now teach the pupils to read without first learning the alphabet. It is maintained that children will learn to read better by the new method than by the old one. Baseball coaches might well adopt the same principle in teaching batting. Namely, they can explain the important points necessary in batting form and then give the men plenty of practice. For instance, if a player had in mind that he should maintain a good balance, should watch the ball and hit it, possibly he would become a more natural hitter than if he were bothered with too much technique.

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THE PRYOR PRESS
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Amateur sports are making rapid strides throughout the country. A few years ago practically the entire athletic program of a community was furnished by the various schools in that particular vicinity. Today municipalities are conducting city-wide athletics for all of their people.

In Milwaukee the municipally controlled amateur athletic program is a part of the recreational system of the Extension Department of the Board of School Directors. It is the aim of those in charge of the city's athletic program to interest everyone, young and old, in some phase of athletic activity. With this in mind, sports were added one by one until at this time sixteen distinct sports appear on the calendar. Each year new sports are added as the demand increases. This varied program accommodates people of all ages and in all walks of life.

There is no question in the minds of those who are closely connected with recreational work that recreation is education and that participation in athletics is a mighty factor in the formation of character. In building up the bodies and minds of our people and instilling in them the principles of good sportsmanship the athletic directors are laying the foundation of good citizenship.

Milwaukee's municipal athletic program functions in the following manner. Each sport has its own classification and rules. When dealing with large numbers of different ages and development, naturally the biggest problem is the matter of a just classification. After a careful study the department found the following classification worked out the best and to the satisfaction of all:

- Basketball—combination of age and height.
- Football—weight only.
- All other sports—age.

Verification of ages: Every contestant, before being allowed to compete in any age classification division, must produce official evidence as to his age before he is eligible. Birth certificates, baptismal records, and notary public affidavits are accepted. After a participant has presented official evidence of his age he need not file it again even though he enters another sport. The first presentation of such evidence is filed as permanent record.

The rules and regulations for the various associations such as football, basketball, etc., are made at the meeting of managers. Because of the fact that the athletic program is financed by the city through the School Board Extension Department the basic policies of the various associations are more or less determined by the Department.

No entry fees are required to enter any of the leagues or athletic meets except baseball and football where a very small franchise fee is required to help de-
fray the expenses of the umpires, scoremarkers, and referees as the case may be.

A few years ago forfeits were prevalent, especially toward the end of the season. This was due to the fact that a team had nothing to lose except the game which meant little to a team that was hugging the "cellar position." There is no question but that forfeits are discouraging to all. The team that appears is disappointed as well as the spectators. The playfield is left idle and the referee's salary is a total loss.

Three years ago the forfeit deposit fee was inaugurated and since its inception very few forfeits have occurred. The old saying "money talks" holds good today in our leagues. Here is the plan. When a team enters the league it is required to pay a forfeit deposit fee of $3.00 to $5.00 depending upon the league. If
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That Coach Rockne's Notre Dame teams in seven seasons have played the greatest teams in the country, have won 62 games, tied 2 and lost but 4?

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the team goes through the entire season without forfeiting a game its entire fee is returned. On the other hand, as soon as a team forfeits a game it loses its fee and is dropped from the league unless another forfeit fee is deposited within twenty-four hours. Provision is made for leniency in this rule when a team shows up with practically its full lineup but not a full team to start. In such cases only part of the fee is lost. The forfeit deposit plan has kept the leagues at a high pitch throughout the season and is somewhat of a guarantee to the spectators.

No admission is charged at any of the athletic contests or games.

Trophies for practically all of the sports are awarded by the Extension Department.

Instead of discouraging protests we welcome them. We believe that it is through the means of protests that the crookedness of teams is discovered. It has been our experience that by far the greater majority of teams and athletes are on the square but to educate the "thief" you must first catch him.

Each sport has its own protest board made up of prominent business men with athletic experience.

The ethics of sports is being preached more and more every day. Athletes and even spectators are being told more today than ever before that it is sportsmanship rather than winning that is the biggest thing in athletics.

It is a debatable question whether a team should be told in writing how good it is or how bad it is.

In all of our league sports, sportsmanship records are kept. An umpire or referee, as the case may be, assigned to handle a game is given a sportsmanship report card on which he is to grade the teams of the game he handles. He judges the team on
its conduct prior to the game, during the game, and after the game, on a basis of 0 to 10, ten being perfect conduct. The records are kept confidentially on file and compiled and published at the close of the season.

Here are some of the results of keeping sportsmanship records: less "crabbing" at the officials, a more courteous attitude to opponents and a better feeling of responsibility to the organization represented, all of which make for better athletics.

In the last few years besides sponsoring and conducting general city-wide leagues and meets, the department has also conducted leagues and meets for organizations such as the De Molay, Catholic Parish Athletic Association, Federated Church Athletic Association, Lutheran Church Athletic Association, and the Newsboys' Republic, some of these organizations sponsoring an all year round athletic program. The different affiliated organizations have their own officers, make their own rules, take care of their own protests and make their own awards. The Department takes charge of the enforcement of their rules, provides facilities, issues schedules and league standings, and handles the publicity.

The state law under which the School Board conducts its Recreation Department makes provision that the Board may cooperate with other municipal boards or commissions having jurisdiction over buildings or grounds usable for leisure time activities, the School Board furnishing the instruction and supervision.

On the strength of this provision games of the various leagues are played and athletic meets are held in the city parks and indoor swimming meets are conducted in the natatoriums of the Board of Public Works, the School Board doing the organization work and furnishing the

### STATISTICAL REPORT
of the
MILWAUKEE AMATEUR ATHLETIC ASSOCIATION OF 1924

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officials. Much of the success of municipal athletics in Milwaukee is due to the splendid service rendered by the Milwaukee Board of Park Commissioners in furnishing play fields and police patrol of the same.

A glance at our statistical report of the year 1924 may give some idea as to the different sports conducted and the degree of their popularity.

While Milwaukee has much upon which to look with pride it is still far from its goal. There is still a stupendous job ahead. Some sports are still unorganized. Thousands of citizens must still be awakened to fulfill the Department's slogan "SPORTS FOR ALL."

Question: When will the N. C. A. A. Track and Field Rules Book be ready for distribution?
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The following editorial taken from the Morgantown, West Virginia "New Dominion" presents a sane view of college athletics written in the light of attacks which have been made recently against the athletic system:

"Elsewhere on this page is printed the annual consignment of college athletics to hell's fire and damnation. This time it is Professor E. G. Mahin of Purdue University who calls down the wrath of the collegiate almighty on intercollegiate sports after exposing its numerous sins. We must hand it to the professor that this year's Philippic is one of the best recently released. It is one of the most classical "skinnings" the writer has ever read and there have been a number of them penned and uttered on the subject of the evils of intercollegiate sport.

"The professor generalizes his entire viewpoint by resort to the old adage: 'If you give a dog enough rope, he will contrive to hang himself.' He believes college sport, by its dereliction, is about to hang itself and higher education, too. From some of the arguments and viewpoints expressed, we are of the opinion that the professor, with all his brilliance, isn't smart enough to know that that adage applies to any dog, whether he be an athlete or a college professor. We cannot help feeling the professor has wound himself rather tightly in the meshes at many points. At any rate he sure has taken a lot of rope.

"There is a lot of truth in what the Purdue faculty member has said. Commercialism, in all its aspects, is an existing and very dangerous menace to college sports. That sports have, in many instances, been overemphasized and thus have succeeded in overshadowing the more fundamental purposes of collegiate life, even the most ardent enthusiasts of intercollegiate competition are willing to admit. The evils he enumerates are all present, all serious in their possibilities. They need to be given careful attention and it is, perhaps, just as well, that there are educators like Professor Mahin who are willing to unwind a mile or two of rope and take a chance on hanging themselves for the sake of bettering conditions.

"But the professor spills the beans of his stewpot when he decides that "the only practical solution for this momentous problem of higher education is to be found in the absolute divorcement of the colleges from this enterprise of intercollegiate athletics. After citing all the evils that have grown up in our 'commercialized' system of intercollegiate competition, the above is the only solution he has to offer—the sum total of constructive argument. And likewise, that mere statement is all he has to say about it. A whole speech is used up citing the evils and facts to sustain his viewpoints on them. He makes a good case against us in his destructive attack. He overlooks nothing. Then he forthwith announces the solution and we are to accept his word for this. He doesn't seem to give anyone credit for knowing, before this time, that if college athletics were abolished, of course there could be no evils connected therewith. If he were a political reformer, he would doubtless say, when government gets bad, abolish the government and let it go at that.

The chief trouble with the Purdue professor is that he is unwilling to admit there are any virtues in intercollegiate sports.
If he does believe there are, the press accounts of his speech fail to reveal it. In other words, he is anti and extreme with it. This being the case, it seems rather fruitless to launch into any extended debate with him. Right next to the story of his speech on this page is another one by Lawrence Perry which tells that the alumni committee of the Big Ten conference is up in arms about this very commercialism which Professor Mahin deplores. These alumni are serious about it all. They see the same tendencies at many places that Professor Mahin does. But they are trying to remedy them. They believe they can be remedied without tearing away one of the most leavening influences of college life—intercollegiate sports—conducted as they should be, on an amateur basis, with the ideal of sports for sports' sake and, above all, in their proper place in the big program of education.

What is this cloud of commercialism with the pseudo professionalism and professional standards alleged. As we see it, it is nothing more than the very natural by-product of education as
it has evolved today in this country. Two generations ago, a college degree was hardly more than the equivalent of the present day high school education. Collegiate opportunities were very restricted, not only in the number of institutions, but for the great majority of American boys and girls. Those were the days of classical education. Very little of the practical was offered. Schools were for the most part privately endowed and managed and attended accordingly.

Then America launched on a program of higher education for the masses. Big and little institutions supported by public taxes were founded. The doors were opened and the great American youth invited inside to prepare itself, either for a cultural or practical life as it saw fit. Right then and there college education began to stand for the all-around man. The academic star began to fade except on the horizon of the academicians. He was hopelessly outnumbered by the average boys and girls. And colleges and their curriculums began to widen to meet these practical needs thereby called for.

In America, the instinct for play, for competitive play is notorious. And when the education for the masses arrived, all the mass tendencies arrived too. The average boys and girls wanted athletics. More than that they wanted competitive athletics and intercollegiate competition. As the grads began to be turned out by the hundreds and thousands instead of by the mere handful, they carried these same normal American impulses out among the alumni. The farmer from Podunk who never saw a college, not even a cow college, got interested when his son became the star halfback on the football team or the leading pitcher on the campus. All the folks back home got interested, helped along by wide publicity in turn developed by the ever increasing public interest. And so the ball has kept rolling until we are at the age of stadiums, nation-wide publicity and stardom for athletes, high salaried coaches (merely because good ones are hard to find) and all the rest of the "deplorable" tendencies.

Is professor Mahin going to abolish all this with a wave of the hand? Not much he isn't. He reminds us of Percy Marks, who wrote "The Plastic Age" and made a million dollars, more or less. Percy, too, deplores this falling off of the cultural in our colleges. But both of these gentlemen ignore one basic fact. And that is that the public is paying the bills for education. And when the public pays such bills as it is now meeting for college education and all that goes with it including intercollegiate athletics, it is going to have the say. As long as the public foots the bills, it is going to have public education and as long as we have public education, we are going to have those things the great public likes and enjoys until somebody convinces the public that it should pay all the costs and not get anything in the way of entertainment or recreation in the kick-back. Why all the intellectuals can't see this is hard to understand. All this talk about education for those temperamentally and intellectually fit for it sounds fine and in theory is absolutely sound. But actually, it doesn't fit the age old axiom that those who foot the bills have a right to say something about how the money shall be spent. When the masses pay, the masses are going to have the benefits.

All this may seem a little beside the question of intercollegiate
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athletics and the great wave of commercialism and gigantic sums of money. But it is really at the bottom of it. Colleges are not responsible for it. Neither are alumni. It is pure and simple a by-product of education for all. So if Professor Mahin wants to abolish intercollegiate athletics, he'll have to reform the whole system.

Of course the American public is willing to allow constituted authorities to regulate these athletic programs. The public knows that these evils Professor Mahin cites are existent and is depending upon the collegiate authorities to erect the proper safeguards. But the public also believes there is no need to abolish intercollegiate competition to get rid of them. Big sums of money are not in themselves an evil. Because the receipts from one football game are $100,000 is no sign football is wrong and has no place in collegiate life. If all the football receipts at Purdue were to go into the department of chemistry of which the professor is a teacher, he would probably shout "All Hail" to the grid game. How the big money is used is everything.

As for the drinking and debauching at the homecoming, the professor merely fails to gauge the proportions involved. There is a lot of drinking. That's why some alumni come back. But that again doesn't indict intercollegiate sport. Ten drunks at a football game will be seen by everybody. Five thousand sober persons are overlooked. Likewise he cites a few football casualties which is old indictment of the game. Without knowing, we'd be willing to wager at least a soft drink that the mortality rate is higher among practical chemists, the profession for which his courses primarily exist, than among football players. How many take part in football don't count with the professor. How many benefited doesn't matter.

The professor can get a lot of folks with him in his efforts to get intercollegiate sports into the proper place and keep them there. He can't go too strong in his efforts to clean up for those who really have school interests at heart. But when he talks about doing away with the whole program, he creates the just suspicion of prejudice rather than sound reasoning. American boys and girls are going to play and they are going to compete, not only among themselves within an institution but as representatives of it. There needs be plenty of restrictions placed around them. Most all of the present trouble has come from the failure of those in charge to see the need of this until athletics reached such gigantic proportions. All that is the matter is that up until recently, these potential evils of intercollegiate athletics didn't get the attention their momentum deserved. Now that they are getting it is a healthy sign for the future."

Question: A forward pass fumbled by a defensive man is recovered before it hits the ground by an offensive end who had run out of bounds. Is this an incompleted pass?

Answer: The consensus of opinion is that the play should be allowed.

Question: What is meant by the term "a balk motion" in pitching?

Answer: Baseball players use the term "a balk motion" in referring to a deceptive movement by the pitcher which he employs to prevent a base runner from securing too much of a lead off the base.
travagantly as many would lead us to believe. President Coolidge's idea of thrift might well be extended beyond governmental bureaus, however, so as to include school trustees, college regents and heads of all college departments. In the third place, it is not clear how many more athletes could be given the benefits of intercollegiate competition under the present standards which prevail. The majority of our best regulated universities have thought it advisable not to permit freshman intercollegiate competition. In many of our conferences the faculties have restricted the number of men that may be carried on trips and as soon as a university like Notre Dame seems to have been successful in getting several hundred men out for football a hue and cry is raised that the college is football mad. If any college makes large sums of money on intercollegiate football and squanders the profits on the varsity team that fact should be made known and the college condemned.

Sizing Up the Batter
(Continued from page 9)
pleasure out of the game, in addition to being almost a certain winner, by sizing-up the batter and pitching to his weaknesses. The game then becomes a mental contest as well as a physical one, and by that token grows in interest.

I could not venture a guess as to how large a percentage of young pitchers are capable of carrying out these suggestions, but I know it is very small. I know, too, however, that every pitcher who fails to size-up his opponent before pitching to him is losing a lot of fun as well as decreasing his efficiency by about seventy-five percent.
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24, 1912.

Of The Athletic Journal, published monthly,
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for April 1, 1925.

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COUNTY OF COOK, }

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My commission expires December 16, 1928.

A Few Points on Catching
(Continued from page 10)

must coach his pitcher, upon
fielding the ball, where to throw
it, as the pitcher always has the
point of play at his back and is
unable to tell where the play
should be made. He must tell his
pitcher to cover the different
bases, back up plays, and when
to enter or stay out of plays. As
the catcher gives the signal for
each ball that is pitched it is of
prime importance that he study
the weaknesses of the opponents
at bat and see that nothing is left
undone in plugging away at those
weaknesses all the time. It is
for these reasons that there is
much truth in the old saying: "A
catcher should be the greatest de-
fensive player on his team."

To anticipate and break up a
play by the opponents is the work
of a catcher and there is nothing
that gives him greater satisfaction
than to accomplish this. There
is nothing in baseball that just
happens, but there is a direct rea-
son for all that occurs. It is the
catcher's business to cause the
right play to be made. He should
control the defensive tactics. A
very good rule to follow is:
STOP, LOOK, THINK, BE-
FORE YOU ACT. Perhaps I
can make this plainer. Upon
taking the position to give the
signal to the pitcher, the catcher
should look to see that each man
is playing properly, should antici-
pare what to do if he must handle
the ball, what he will do if the
pitcher handles it, and he should
be sure to give the signal for the
proper pitch. When he is satis-
fied that all is well he should go
into action.

With careful study, a catcher
will be able to tell in many cases
just what the baserunner is about
to attempt. Perhaps every time
that a runner on first base is go-
ing to attempt to steal, he will by
some move unconsciously tip off his intention. He may look at the base ahead of him, pull his cap tighter or hitch up his trousers. At any rate, he will do something that will indicate he is going to make a steal. It is the catcher's duty to observe these things and he should at once form a defense in an effort to break up the play. This may seem hard to the youngster, but with thought and practice, he will soon be able to turn this information to his advantage.

The care a player takes of himself is of great importance, and I am certain that any man who has played baseball professionally will tell the youngster to be careful of his habits. Clean living and clean thinking are as essential as any other thing in baseball. Therefore, I want to impress this most forcibly. It would be the utmost folly for a man to work hard and accumulate money to build a fine home and as soon as it was completed put a firebrand under it, but that is what happens in many cases in baseball; a young man will work up to a high place and have a bright future and then by dissipation, he will tear his whole physique to pieces, end his baseball career and render himself unfit for the game of life.

Question: A captain takes time out for a conference when it is evident that no man has been injured. It is the fifth time out and the coach sends in a substitute. The rules state that the man for whom time was taken out shall be removed from the game. In this case should the team be penalized for taking time out five times?

Answer: The referee should have inquired for whom time was taken out.
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A Professional Magazine
for the Coaches of the Country

John L. Griffith, Editor

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HOUSER IN THE DISCUS THROW

BY

DEAN CROMWELL
Track Coach, University of Southern California

Dean Cromwell, Track Coach at the University of Southern California, has developed some of the great athletes of his time. Houser, the winner of both the shot put and discus in the Olympic Games in Paris has shown continued improvement under Cromwell's coaching. It is interesting to study the form of the man who won such signal honors in Paris and it is especially interesting to have this study of Houser because he has recently broken the world's record in the discus throw.—EDITOR'S NOTE.

If mention is made of a discus thrower or a shot putter to any track enthusiast, he will immediately conjure up a mental picture of an individual of elephantine proportions; a creature of hulking height, colossal shoulders, and ham-like hands. However, when track followers see "Bud" Houser in action, they are always startled by the comparative smallness of the man.

"How does he do it?" has been the question raised all over trackdom, both in America and Europe, ever since the "Little Giant," as I like to call him, first started his career in Oxnard High School some seven years ago. While still in high school, Houser won the National Championship of America from men who appeared to be twice the lad's height and weight. Last year in the Olympic Games at Paris, Houser triumphed in both the shot and discus over men who completely dwarfed him in size. Glenn Hartranft, Hill, Tom Lieb and even his team-mate, Norman Anderson, all are over the six foot mark, and weigh well up in the two hundreds. In contrast to these Brobdingnagians, Houser is of average height and weight: he stands about 5 feet 10 inches in his stockings, and strips around 183 pounds at top condition.

Track experts have watched Houser in action, and then have exclaimed, "What feats Houser would have accomplished if he had only been given a build like Glenn Hartranft or Tom Lieb." But when Houser and the bigger discus throwers are considered it is well to remember that Houser, because of his smaller size, never has any trouble in staying in an 8 foot 2½ inch circle, while the larger men are continually stepping over and losing their best throws on fouls. It was this ability of Houser's to utilize a narrow space in his throwing that enabled him to set a world's record of 147 feet 7 inches from a seven foot circle, a feat that was thought impossible before the feline-footed Houser came along. In my opinion Houser more than off-sets his lack of size by his added speed across the circle.

As far as form is concerned, Houser uses the orthodox style taught practically by all the coaches in America. It is orthodox in every particular. He employs no freak method to keep his right arm, or throwing arm, well back of his body in an effort to accentuate the "drag," as it is technically called. Houser,
in preparing for a throw, places his right foot parallel with the back of the circle, and with the left foot slightly advanced the weight of his body is evenly distributed on both legs. In grasping the implement, Houser places the tips of his fingers barely over the edge of the discus, and then takes two or three preliminary swings before he starts across the circle. He merely lets the weight of the implement carry it behind his body, with the back of his hand remaining uppermost.

Houser's style does not differ a particle from the form in use in practically every place where track is taught in America. The unusual success he has had in discus throwing must be attributed to two things: the natural terrific drive he has in his delivery of the discus, and the perfection which he has attained in his form of going across the circle. Houser's progress across the circle (as illustrated in the accompanying diagram) is done in the

(Continued on page 38)
LEE BARNES—OLYMPIC CHAMPION

By

WILLIAM J. PAIGE

"Bill" Paige was graduated from Iowa State College where he won honors in football, basketball and track. He is now Director of Physical Education at Hollywood High School, Los Angeles, California, and coaches the basketball and track teams. His basketball teams do not compete with schools outside of Los Angeles, but his team tied for the city championship in 1924, and in 1925 won the title of city champions. In 1923 his track team won the Southern California and the State meets and finished fourth in Mr. Stagg’s National Interscholastic meet. In 1924 he won the Southern California meet and placed second in the California meet. Much of Lee Barnes’ success in vaulting may be attributed to “Bill” Paige’s coaching.—Editor’s Note.

Lee Barnes, a member of the Hollywood High School, Los Angeles, California, holds the unique distinction of being the first and only high school boy ever to win a first place in the pole vault at the Olympic Games.

His success in the pole vault may be attributed to two things—first, from the day Barnes entered High School he was determined that some day he was going to do something worthwhile and with that end in view he started out to specialize in the pole vault. His first year as a Freshman did not bring out anything startling, but he never became discouraged nor thought of throwing up the “sponge.” In the second year he began to develop and take on weight and consequently he was a little heavy and awkward, but he did manage to get over the eleven foot mark. The third year brought about a remarkable change, his form was perfected and twelve feet looked easy to him. The remarkable part of his career was that during this time he never went out for any other sport, but day in and day out he could be found working for perfection in the vault.

The second thing that contributed to his success, and in the writer’s mind by far the most important, was that he was an ideal trainer. He always kept regular hours and was not affected by the smoke habit or girl craze which has sent so many really promising athletes down the ladder. He was always the first one out after school, and after finishing his work in the field he was never too tired or indolent to finish up with fifteen minutes on rope climbing and apparatus work. The gym-

(Continued on page 40)
PICTURE STUDIES

Much may be learned by studying great athletes when they are performing in their various events. Now and then a coach has difficulty in developing one of his athletes and he gets ideas from watching others perform that will help him to teach his men how to reach the highest possible point of development. Picture studies are of value because everyone can learn from those who have achieved success in special lines. Sometimes a great star employs a form that is peculiarly his own and one which would not bring good results if followed by the average athlete. However, there is a standard form in most athletic events and a coach will do well to teach his men the form generally accepted unless convinced that for some reason or other the man in question will do better by using some other methods. If in doubt it is well to employ the tactics that have gotten the best results for the great majority.

Illustration 1
Tom Poor of Kansas winning the high jump in the Penn Relays

The illustration of Tom Poor of Kansas University, high jumper, winning at the Penn Relays with a jump of six feet three inches shows a good layout at the moment of going over the cross-bar. Note that Poor's hips are well raised. The flip in the air will turn him around so that his left shoulder will not strike the bar as the jumper lands.

Illustration 2
Paavo Nurmi

The above illustration shows the wonderful life and elasticity that characterizes the running of the greatest runner of all times. His high knee action and arm swing are to be found more often among sprinters than distance runners. Some have suggested that Nurmi alights on his heels. However, the writer after watching him both in the Olympic Games and in this country is of the opinion that he lands on the ball of his foot, although possibly his heel sometimes touches the track. In other words, he does not run so high on his toes as do many of the American runners.

One of the best races in the Drake Relays this year was that of the four mile relay. The Oregon Agricultural College team and Clyde Littlefield's team from Texas were easily the best of the several starters. Reese who ran last for Texas won the race for his institution by timing his pace and with a good sprint at the finish. Reese came into prominence in the National Collegiate Athletic Association Track and Field Meet in Chicago in 1923.
Jim Reese of Texas and this year seems to be at the top of his form.

Gosnell Layman, Athletic Coach at Columbus has contributed pictures four and five illustrating the form used by one of his high school men the first year and later after he had taught him the principles of the western form. Regarding Illustration four, he suggests that "It illustrates the chief difficulty of converted jumpers in using the western style, that is laying out straight across the bar. The first year I coached this athlete I didn't change him for he had won the State High School Jump at Columbus, and didn't seem to like the idea of changing. But three days before my most important meet he slashed his left leg very severely, putting him out of both the high jump and low hurdles. The following year we changed his style and he cleared the same height in the jump and won second in the low hurdles at the State Meet. As this picture shows, he has not mastered the form but my worries about injury were at least eased."

Illustration 5

The athlete in Illustration five is the same one whose picture is shown in Illustration four. In the second study he is shown using the western style after his coach had changed his form. Using this style this year while a freshman at Denison University, he is showing considerable improvement.

The Journal will gladly receive pictures of athletes in action and will present them to our readers for study. We are glad to do this for two reasons. First, the form studies are of value to students of athletic coaching, the second, since The Journal is more or less of a history of athletic development it is worth while to record not only the deeds of our best athletes but also picture studies of them in action. In years to come the history of our present day athletics will be of even more value than it is today.
FOUR BASEBALL DIAMONDS ON ONE ACRE

J. A. Addleman of the Wright & Ditson-Victor Company, San Francisco, Cal., has sent the Journal the following diagram suggesting a plan whereby four baseball diamonds can be laid out on one acre of ground. Mr. Addleman's scheme provides not only for four diamonds but also for stands with dressing rooms under the stands.

Many cities complain that baseball cannot be successfully promoted because there are not enough baseball diamonds available. In some centers kitten ball has practically replaced baseball. While the soft ball game his its merits, yet we should stop and think about the future of our games if we do not save play areas ample enough to permit of our games such as football and baseball.

If baseball is allowed to become extinct because in the cities there is not playing space enough for a game that requires batting and running and if kitten ball is to become the game for this generation, then unless something is done kitten ball will eventually have to give way to a game that can be played in a smaller area than that required for the soft ball game.
BASERUNNING

BY

OTTO VOGEL

Mr. Vogel was graduated from the University of Illinois where he won letters in both football and baseball. In baseball he was chosen on the All-American team. After graduation he played for two years with the Chicago Cubs, and is now head baseball coach at the University of Iowa. —Editor’s Note.

Baserunning is one of the essential requisites to winning ball games but many school and college coaches do not stress the technique of baserunning enough.

A man becomes a baserunner, immediately when he hits the ball on to fair ground. He should run hard and look at the ball just enough to know what happens to it, so as to know whether to make the turn at first base or not. If he hits to the outfield, he should always make the turn and use the bag as a pivot. If the baseman is standing on the bag the runner should make the turn the best way possible, by using him as a pivot or any other way.

The runner should never slide to first, except to prevent running into the baseman, or when the runner is off balance, and he should not jump into the bag, because he might get hurt. Further, sliding and jumping into the base will slow up the runner.

I. Things the Baserunner Should Remember:

1. The strength and weaknesses of the opposition. He should ask himself, does the catcher throw well, does the fielder field well, does the catcher drop many balls, does he shift so as to be in position to throw?

2. The number of outs. The runner should never steal with none out but should play safe.

3. The score. He should play safe when two or three runs behind.

4. The balls and strikes on the hitter.

5. The inning.

II. Stealing Second Base.

With none out, and the score about even, the baserunner should play safe unless the catcher is very weak. With one out, it is a good time to steal and with two out it is the best time, because then a base hit will score the runner.

With a poor batter at the bat it may be just as well not to steal because if he strikes out then the next inning may be started with a good batter.

The runner must study the pitcher, from the bench and on the bases. Nearly every pitcher has a motion which tells whether he intends throwing to first or to the batter. If a man can read the batter’s motion, he can get an extra
step in his start to steal. The good baserunner gets a good lead, and is a good slider. He should be on his way when the ball is pitched.

It is the good baserunner who is sometimes caught, the poor runner never gets caught because he doesn’t get his lead. There is no reason for getting caught, however, if a man does not intend to steal.

If the runner is caught off first at any time, he should always go to second and not try to get back to first.

III. Stealing Third Base.

The man on second should never steal third with no one out. The only time to steal is with one out because, (1) a long fly will then score the runner from third; (2) a ground ball will score him; (3) a squeeze play will score him.

With two out, nothing but a base hit or an error will score the runner, so he is just as well off on second as on third base.

IV. Stealing Home.

The runner on third should not try to steal home with none out or with one out. With two out it may be tried, if there are two strikes on the batter, if the pitcher takes a big windup and if it appears that the batter won’t try to hit. The base-runner should always be out on foul territory, that is three feet out so if the ball is hit he will not interfere with the fielder or the ball.

When There Is a Man on First and Second.

Under these conditions the runner should never steal with none out. The best time to steal is with one out because a hit will score a man anyway and if successful two men will score.

A Man on First and Third.

With strong opposition under these conditions, the runner should play safe with none out, with one out, any time the man on first has a big lead; with two out he should go every time. The man on first goes to second, and if caught he should jockey back and forth, so as to give the runner on third base a chance to score.

On Balls Hit to Right Field.

A man on first should try for third unless he is a poor baserunner, or unless there is a good thrower in the outfield, or if the ball is driven hard to the outfield.

With a Man on Third.

The runner should play safe on a ground ball and with none out. On one out he should go home unless the ball is hit right at the pitcher, third baseman or first baseman. With a man on second and third, the runner on third goes home on every ground hit ball because the man on second will advance to third on the play and be able to score anyway. He should start at the crack of the bat. If the ball is fielded fast and the man can’t make home he should jockey back and forth until the hitter advances as far as he can.

On Fly Balls and a Man on First.

The runner should advance as far as possible so if the outfielder drops the ball the runner can make second and if he catches it the runner can return to the bag.

With a man on second and in case of a long fly to right field the man if fast can make third. He should hold the bag if he makes it.

If a man is on third, the runner should hold his base and attempt to score. On a short fly he can take his lead because if the fielder drops the ball he can score. Otherwise he couldn’t score anyway.

Question: If a base runner steals second base on a foul tip must he return to first base because of the foul?

Answer: No. The ball is in play. A clever catcher might drop the ball if he saw that the base runner could not be caught. If the ball is dropped the runner must return to first base.
The Educational Value of Athletics in Schools and Colleges

By DR. JOSEPH E. RAYCROFT
Princeton University

At the 29th Annual Convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, Philadelphia, November 26, 1915, Dr. Raycroft gave an admirable treatise on the educational value of physical education. This was later printed in "School and Society." This was such a splendid statement representing the attitude of one of the outstanding leaders in physical education in the nation that Dr. Raycroft was asked if he would make any changes that he wished in the former article and then present it to the Journal readers. We are fortunate to be permitted to make it possible for the coaches and directors to add this article to their collections on athletic literature.—Editor's Note.

Educational Value of Physical Education

The function of physical training has been well formulated by Dr. Hartwell, who says:

"Bodily exercise constitutes so considerable and necessary an element in all human training that it is entitled to be recognized and provided for as an integral and indispensable factor in the education of all children and youth. . . . It is at once a means and an end of mental and moral as well as physical training."

He says further that:

"Pastimes, out-of-door sport and systematic gymnastics are the forms of exercise which yield the best results in the physical training of children and college students. Plays, athletic sports and systematic gymnastics have all developed from one germ, i. e., from healthful play; the vital energy of this germ is found in the universal and ineradicable impulse of all healthy young animals to play. In the athletic sports of young men we see the highest and fullest expression of the play instinct. They conduce to bodily growth and improvement, and their moral effects are of value, since they call for self-subordination, develop public spirit and cooperative effort, and serve to reveal and train the dominant characteristics and tendencies as regards temper, disposition and force of will of those who engage in them."

We may go further and say that these activities make a strong emotional appeal and stimulate an intensity of interest that develop in the individual the habit of doing his best—of persistent effort. They lead, if rightly directed, to an all-round development that is otherwise unattainable. The boy who learns to control himself in hard situations, to play the game, and to act the good sportsman under trying conditions, is gaining an emotional control, an ability to subordinate himself, and a training in adapting himself to rapidly changing conditions that make for character. He gains a sound basis through experience for the development of confidence and the ability to lead. His emotions are trained, and their expression controlled, under fire—no one can lose his temper and continue to play well either in golf or in football.

If the foregoing statements are true, then the place and function of competitive athletics in an educational program are much more important than are commonly realized. We have allowed the professional promoter and sporting editor to emphasize the spectacular side of contests and the desire to "win at
any cost" to the exclusion of these real values to which I have referred. The constant tendency of such influences has been to debase and prostitute amateur athletics from an activity of great educational value to the level of a public spectacle with its attending circumstances of recruiting, hidden professionalism, and the spirit of "win at any cost."

A clearer realization of the intrinsic educational value of an experience in competitive sports will lead us to utilize these activities to the utmost during the school years and to make these opportunities available to every student who comes to us and who is physically capable of taking part in such a training. This means that we shall encourage in every legitimate way, not alone the five or ten per cent who may be able to make certain school teams, but every man in school to participate in some form of sport graded to suit his development and capacity.

**Intercollegiate Contests**

The history of competitive athletics in educational institutions is pretty well known. There was always a certain amount of informal game playing among the students, promoted here and there by sporadic organizations. But the first formal — compared with present day standards they were informal — matches were held less than sixty years ago. The first Princeton-Yale baseball game was played in 1867 and the first game of intercollegiate football was played by Princeton and Rutgers in 1869. Inter-collegiate contests in these sports became more frequent as years went on, and crew racing and track contests were added. These activities were organized and conducted by the students, and were favored or tolerated by faculties because of their value in stimulating healthful outdoor exercise and because they tended to lessen the expressions of youthful vivacity that were wont to take the form of stealing the college bell, hoisting cows to the belfries, street fights with citizens of the town or the students of neighboring institutions, and so on.

**Beginning of Faculty Control**

Inter-school contests grew apace in number and in public interest; the "seasonal" professional coach made his appearance, bringing with him the migrant athlete and gradually other abuses crept in until the situation grew so bad as a result of disputes with representatives of other institutions, financial difficulties, and other circumstances that reflected upon the peace and good name of the colleges, that the faculties were forced about thirty years ago to take cognizance of the situation and to make certain modifications in the conduct of these activities.

But at that time, and even to the present time, most educational authorities have failed to realize the inherent educational values of competitive sports and games and to devise a method of organization and control that would make their good effects available to the great mass of students. Instead faculties commonly took the position that these activities were nothing more than boys' play to be tolerated for their physical training values and for their function of developing college spirit and advertising the institution. As a consequence, their efforts at control were restrictive and were designed to meet some of the more flagrant abuses. As a result of the failure on the part of the faculties to adopt a constructive policy, there gradually grew up, along with the newspaper notoriety and increased public interest, a tendency toward over-specialization, recruiting, financial extravagance, and the many other evils against which we find ourselves fighting today.

The student who is prominent in athletics is apt to get the conviction that his institution owes him much more than it really can repay, for
his services in winning victories and bringing prestige to her name. This idea has been favored by the attitude of the educational authorities who are wont to assume an air of tolerant resignation toward these things, or who even take an active part in supporting the students' position by permitting or cooperating in the offering of inducements to prospective students.

I am aware of the fact that a successful movement has taken place in a number of educational institutions to check these tendencies and to correct some of the more flagrant abuses. But so far as I know there has been no concerted, effective effort to readjust our scale of values and to bring another point of view to the attention of students and alumni.

Under these conditions it is small wonder that athletes press for extra sweaters, expensive accommodations, vacations in term time at popular resorts, expensive personal trophies and the like, permission to be absent from classes both for trips and for practice, or for personal convenience on any basis. These habits have grown up as an expression of the feeling that the institution "owes them something" for contributing to its fame by bringing her renown on the athletic field. The athlete fails to realize that he owes his institution a greater debt than he can repay for furnishing him the opportunity of representing it in ways that are in themselves pleasant and that bring him distinction among his fellows.

It must be recognized as a biological fact that the adolescent animal of any species naturally holds in higher esteem honors which represent preeminence in physical achievement, plus brains, than he does purely intellectual attainment, which is instinctively regarded as of secondary importance during this period of rapid bodily growth and development. Naturally then the normal boy is not only attracted to those activities that lead to honors on the athletic field, but he goes into the contest for the sheer joy of conflict and learns much and develops rapidly in an all-round way in the physical strain of striving. When the chance of winning the honor of representing the institution or the group in contests with other teams is added to the natural desire to take part in competitive activities, which is strong in every normal boy, the stimulus is very greatly intensified. If this is a fact, as I think it is, then we should make adequate provision for the average boy to indulge in such activities, and should conduct and supervise them in such a way that he will get from them the educational values and ethical training that are inherent in competitive sports.

The Semi-Professional Athlete

If our reasoning so far is reasonably sound, then the question of professionalism and summer baseball must be considered from the point of view of the average fellow and the educational ideals of the institution as well as from the point of view of the student who has become a professional in any game. The problem has been discussed pro and con for years. One of the favorite arguments of those who maintain that a man who has played baseball for money should not be debarred from representing his institution on its ball team, is that the money is honestly made and should no more be held a reason for making him ineligible than though he had made money by waiting on table or driving an automobile. It seems to me that the acceptance or even tolerance of this position shows a lack of discrimination and ability to judge true values on the part of those who are responsible for educational standards and policies. If our athletics in schools and colleges are to be conducted and governed

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WHY DRAW THE LINE ON PROFESSIONAL ATHLETICS?

We have in this country two conceptions of athletics. The one is expressed in terms of the heavy weight wrestlers who put on exhibitions throughout the country night after night and year after year. The purpose of these exhibitions is to entertain the spectators and thereby make money for the principals and managers. Professional baseball is without doubt the cleanest professional game that we have. Yet it is conducted as a show. It is a legitimate show and it provides recreation for thousands of Americans who enjoy watching a spirited exhibition in the big league parks.

Then there is the other idea of athletics, namely that commonly set forth in our school and college contests where the primary object is to provide athletic training for the good that may be gotten from such training by the players and by those who are stimulated by the contests to emulate the example of the physically superior.

Every sensible man will agree that the schools and colleges should not employ their athletes and that the school and college athletics should be conducted because of the benefits which accrue to the students in general. If this is true then somewhere a line must be drawn between professional and amateur athletics. It is not easy to make a distinction that will be satisfying to all. Recently the captain of a Harvard football team has urged that college athletes should be permitted to play for money during vacations and there are a great many who do not see the justice of permitting college artists, college actors, college singers, college orators from accepting professional engagements without jeopardizing their amateur standing in college. Of course, those who raise this point fail to see that artists for the most part are not engaged in highly specialized competitions nor are college poets or newspaper workers. In athletics we have the notion that a man who has had professional training has an advantage over the one who has not. Consequently in the interest of equal competition we insist that the professional shall compete with the professionals and the amateur shall not be required to match his skill against that of the man who has made a business of sport. When we use an extreme illustration it is easy to show that this principle is sound. For instance, if Babe Ruth were to decide that he wanted a college education and were to enter one of our universities and thereafter were to compete against college boys who had never played professional baseball, the sport loving public would feel that somehow or other this was not fair competition and would object to Ruth's participation in baseball under the above mentioned conditions. Where a boy, however, only plays a few games of professional baseball it is hard for the general public to understand why
he should be barred from competition in college athletics. The answer is that the line must be drawn somewhere and probably our school and college authorities have drawn it at the right place. The border line cases are always troublesome. Minor infractions of the law cause the trouble in the courts. The schools and colleges will do well to hold to a strict interpretation of amateurism even though a few technical violators of the rule may suffer. The public further should be informed that the college does not forbid a boy from playing baseball for money but it gives him the choice of playing professional baseball or amateur baseball. Some would say that we have no right to set up this arbitrary bar. Perhaps this is true, but we have established other barriers such as those of the residence rule, three years participation rule, the migratory rule and the scholastic rule. If the man who is prone to criticize the colleges for attempting to uphold an amateur rule will attempt to write a rule for our guidance in most cases he will propose a rule that is not very much different from the one that is now commonly in use.

NATIONAL AMATEUR ATHLETIC FEDERATION AIMS

The Journal has on different occasions mentioned the National Amateur Athletic Federation. The schools, through the National Federation of State High School Athletic Associations, and the colleges, through the National Collegiate Athletic Association, are members of the N. A. A. F. It may be well at this time to suggest the purpose and aims of this conference of national bodies.

Colonel Breckenridge in the President's address before the second annual meeting of the N. A. A. F. December 31, 1923, stated the Federation aims in clear cut and decisive words as follows:

"From the first the Federation has been actuated by only one motive. To serve the Nation. The chosen field of this service is physical education, wholesome recreation and amateur athletics. The call of this field is indeed to build sound bodies for the boyhood and girlhood, the manhood and womanhood of the country. But it is much more than that. The watchwords of the Federation might well be 'Sound Bodies, Brave Hearts and Chivalrous Spirits.' We do not seek the creation of sound bodies as an end in itself, but because a sound body should be the vehicle of a sound mind and the instrument of a chivalrous spirit in the performance of the tasks of life and the clean and patriotic service to the community and country. Physical prowess, in and of itself, is not necessarily a beneficent end. The gladiator of Rome was the acme of physical efficiency, but his accomplishment was to aid in debauching an entire populace. We are not partisans of the exploitation of the young manhood and the young womanhood of our people as a commercial enterprise on the athletic field in the name of amateur sport. We are concerned with building up the bodies of the rank and file of the people, with stimulating wholesale recreation, and inculcating the ideals of sound sportsmanship. We believe that the field of recreation and play is a fertile field for sowing the seeds of good citizenship. It is there we can teach honesty, fair dealing, team work, self sacrifice, modesty, patience, courage, and the chivalrous spirit of appreciation of the virtues of our fellowmen, irrespective of riches or poverty, creed or race. It is in the true spirit of sport that class barriers break down, racial and religious differences are forgotten, and hatreds disappear. We are not enlisted in a contest for power but in a campaign for service."

Colonel Breckenridge's statement sets forth an ideal which should stimulate and encourage those who are training the youth of America through the medium of athletics.
COACHING SCHOOLS

A few years ago men did not prepare themselves to serve as athletic coaches and directors. The college athlete, who possibly had experience only in one event or position, was the one chosen to act as athletic coach or director in a high school or college. The result was that the coach learned at the expense of the institution that employed him.

Today this condition is rapidly changing, due to the growth of coaching schools and the effect upon athletics throughout the nation is already apparent. Time was when a coach guarded jealously his knowledge of the technique of athletics. Today our best coaches generously pass on the things that they have learned in their school of experience to the other coaches.

Many coaches plan each year to spend part of their summer vacations in coaching schools. These are the men who will advance and are advancing in their profession. The men who attend some of the coaching schools become acquainted with other men in the coaching profession with whom they exchange ideas. Further, they not only get ideas from the lectures and the field demonstrations, but gain confidence through the fact that they frequently find that many of their methods are recommended by the leading coaches.

The men who are conducting coaching schools today have not been motivated by a commercial urge but rather have endeavored in an unselfish manner to help the game by helping the men who are responsible for the future of the game. Coaching is a dignified and worthwhile profession, the standards of which have been immeasurably improved by the coaching schools that have been conducted by the leaders in school and college athletics.

PLAY THE GAME ACCORDING TO THE RULES

A baseball player hit a line drive into left field that was possibly good for two bases. The umpire watched the ball and neglected to watch the player who cut first by several feet and went on to second. The crowd immediately roared its disapproval of the unsportsmanlike play of the runner. Even the supporters of the batsman's own team disapproved of his tactics because baseball like all other games must be played according to the rules, otherwise there is unequal competition and unequal competition is not sport.

Now and then someone violates one or more of the athletic rules that pertain to the competition of athletes outside of the game or contest. These rules are necessary in order that there may be fair play and equal competition just as much as the playing rules are a prerequisite of the game itself. Some persons, however, will talk about these matters among friends but will not come out in the open and help the game by assisting in punishing those who traduce the good name of sports. This is not as it should be. Sportsmanship is the code of gentlemen and if a man cheats at cards, lies about the number of golf strokes he takes in the bunkers or represents himself to be an amateur when he is a professional the good of the game demands that these facts should be made known.

An organization that claims control over several sports in
America has recently censured and held up to ridicule a man who had the courage to suggest that possibly certain men who were competing under the management of this organization had violated one or more of the latter's rules. Sports governing bodies should welcome information which will help the officers in conducting their activities on the highest possible plane and in ridding it of those who do not observe the organization's rules. If an organization wields the big stick on those who attempt to assist in keeping amateur athletics clean then that organization sinks in the scale. College conferences and high school athletic associations should take the attitude that they will thank those who will assist them in the complete and full administration of all athletics not only those that pertain to the playing rules but also those that affect the code that governs beyond the playing field.

GOVERNMENT IN ATHLETICS

Mr. Harry F. Atwood, originator and founder of "Constitution Week," has rendered invaluable service in selling the United States Constitution to the people of this country. One thought which he has emphasized is that this government of ours is not an autocracy and neither is it a democracy. It is an experiment in representative government which is a form of government which is neither autocracy nor a democracy. He illustrates the idea of democracy by suggesting that if the spectators at a baseball game were permitted to select the players of the two teams and if the umpire refrained from making a decision until the bleachers cast a referendum that we would have pure democracy in baseball.

Of course, we have nothing like that but instead have a type of representative government. Namely the coaches and managers are the constituted authorities to whom are delegated the powers of selecting the teams; the umpires are the judges to whom are delegated the right and the authority of making decisions. Here is a point that may well be stressed for the good of our games. Namely, we would not get far if everyone interfered with the coaches in the management of the teams. Neither will we have the highest type of games if the coaches, players or spectators refuse to abide by the decisions of the duly appointed judges, namely the officials. This point is worth keeping in mind. Sometimes the coach who objects the loudest if anyone interferes with his part of the game cries the most if the officiating is not to his liking. The coaches cannot expect to have delegated to them both the power of selecting and managing the teams and the right to sit in judgment on the judiciary.

THE N. C. A. A. MEET

The National Collegiate Athletic Association Track and Field Meet which will be held this year on Stagg Field June 13th should be the national meet in every sense of the word. There are reasons why this meet has proven popular with the track coaches. In the first place, only athletes who have won distinction in their sectional meets are eligible to enter. In the second place, the profits of the meet are pro-rated among the competing colleges. In the third place, every college has a democratic part in the administration of the meet.
Mr. J. B. Sheridan, a prominent sport writer and a man who has done some fine work by assisting St. Louis boys to learn the game of baseball maintains that boys acquire bad faults in technique in their scrub games at the very start of their careers. He states that the boys play with a ball too large and too heavy for them, and hence are soon throwing unnaturally. They use bats that are too big and too heavy so do not acquire a natural batting form. Small boys play their games on a regulation sized diamond which calls for longer throws than they are able to make.

Much is said and written about form in golf but we do not have any standards for the technique of our national game. Every boy seems to assume that he can just naturally play baseball without considering whether there may be right and wrong ways of throwing, batting and catching the ball. A few of the technical faults of high school and college players might be enumerated.

Most candidates who report for positions on college baseball teams are woefully lacking in the fundamental technique of the game. A large majority of the men do not know how to throw properly, they make batting difficult by employing complicated mechanics in their attempt to hit the ball and they "fight" the ball when attempting to catch it. Infielders do not play bounding ball to their advantage but get to the ball at a point where it is most difficult to handle it.

Most articles on baseball discuss the tactics and strategy of the game while little has been written about the fundamental mechanics or technique for the several features of play.

A baseball coach may discuss and explain to his players the tactics commonly accepted that bring the best results. He may control to a large extent the tactics of his team during the progress of a game, but to break an individual player of his mechanical faults requires time. The player must break himself of his wrong habits and acquire new methods which are often difficult.

The coach selects the men for his varsity squad by naming the players who seem to have the most natural ability. He then devotes attention to the individual player in an effort to eradicate faults and to teach the men to displace wrong mechanics by right methods. A baseball season is short so it is out of the question for a coach to spend a great amount of time upon instruction to individuals for he must of necessity devote considerable time to team play both offensively and defensively.

Our college and high school teams would unquestionably play a better grade of baseball if the players were taught to throw, to catch thrown and batted balls and to bat. Take the matter of throwing. A small percentage of baseball candidates use good mechanics in throwing. The overhanded throw is used more than any other and all players should be taught the proper way to make this
The mechanics for all throws are the same. A player should realize that a throw is not made with the arm alone but that the arm and body should be coordinated properly in any throw. An exaggerated example of poor mechanics may be noticed in a player who attempts to throw with his right foot in advance of his left foot. A player should adjust his feet for balance and use his body in conjunction with his arm. Pitchers and outfielders follow through on throws more than other players but all players should use the follow through principle even though in not such an obvious manner. The follow through will break a catcher of the fault of jerking his hand back from the ball at the instance he releases it—commonly called pumping the ball. The throw will be more accurate and stronger if the player gets into it instead of pulling back from the ball.

Infielders who are too careful with their throws often develop the bad habit of holding onto the ball too long in their effort to be accurate. This may cause them to throw short because the ball thus is pushed rather than thrown. When a player shows this tendency the coach should tell him to relax and throw in a freer manner. Players should strive for accuracy rather than speed in their throws. This applies particularly to infielders.

A common fault among catchers is that they catch all varieties of throws with the finger end of the mitt turned upwards. Many catchers do not shift their feet for wide throws but merely reach for the ball. Too often catchers fail to catch the ball and at the same time shift to a throwing position. Time is lost when two distinct movements are made rather than one continuous action of catching the ball by a sweeping movement that secures the ball and places the catcher in position for a throw.

Many first basemen use only the right foot to touch the base on thrown ball. A little thought and practice will enable a man to shift and use either foot in touching the base.

First and second basemen should not play ground balls too fast. They should get in front of the ball and be careful to stop it, then in case of a fumble they can usually retire the runner. The fact that second is close to first base is the reason why the second baseman should "play it safe."

A common fault among shortstops is that they do not play the bound of the ball correctly. Because of the long throw to first base a shortstop can seldom fumble the ball and then retire the runner. For that reason he should play the ball and never allow it to play him.

With a runner on second base the shortstop and second baseman should play nearer the base than when it is unoccupied. As the pitcher delivers the ball the two players may move to their normal positions. Their action should be similar to that of a base runner who takes a lead on the pitch. These two infielders may hold up the base-runner and still protect their fielding territory by such tactics. Too often the men playing these two positions set themselves in their normal positions and are not able to assist the pitcher in holding up the base runner.

Third basemen are prone to take set positions as the pitcher delivers the ball and hence are often late in fielding a bunt. When a man is caught flat-footed he is usually too slow with his throw. The fielder should not get set but should take an easy step forward as the ball is delivered. Some third basemen fail to return to the base immediately after fielding and throwing the ball.

Outfielders sometimes make the mistake of always catching the ball with the fingers turned upwards.

(Continued on page 40)
"PERCENTAGE BASKETBALL"

BY

R. H. (BOB) HAGER

Basketball Coach, Oregon State Agricultural College, Corvallis, Ore.

Coach "Bob" Hager has just completed his third year as Varsity Basketball Coach at Oregon State Agricultural College. He has an enviable record for these three years. The first year his team lost just one game more than the winner of the Pacific Coast Conference. The last two years his team has won the Pacific Northwest Conference Championship and this year in addition to the Pacific Coast Conference, Northern Division Championship.

Coach Hager's college days were spent at the University of Nebraska. He did his first coaching at Lincoln High School, Lincoln, Nebraska, where he turned out a State Championship team and set a defensive record no tournament winner has ever duplicated. Out of all teams met in this championship tilt where 162 teams were entered, only two teams were able to score a single field basket against them. The Oakland (California) Golds under Hager won the P. A. A. Championship and rated as the "biggest little team" in the country. They averaged 56 points per game on a schedule which called for 37 games, each of which fell in the win column.—Editor's Note.

The name "Percentage Basketball" was coined by a Pacific Coast Sports writer in an attempt to describe my particular system of Basketball. The name seemed to describe fairly well the style of play and this name has therefore been adopted.

I do not claim that "Percentage Basketball" is the best basketball in the world, but just a little different. For me, at least it has proven very effective. I have used this system just two years and have won the "Pacific Northwest Conference Championship" both years and the "Pacific Coast Conference Northern Division Championship" in addition this last year.

This system calls for a very strong defense but my system of defense is not new, in fact, it is the same that I used while coaching at Lincoln High School where I had my first championship team. I will only state that it is a five man defense of the man to man type covering only the dangerous half of the court. I feel that if my defense is unusually strong for this particular type it is because of the individual attention I give my players. Goal tight psychology I have found proves most effective when applied to the individual.

My offensive play is decidedly different from the well known systems of play and I hope will be of interest to other coaches. I have read many books on basketball and studied the systems of our best known coaches. They have been extremely interesting and have taught me much. I hope that my chapter on "Percentage Basketball" will interest in turn some of these writers.

It always makes a coach popular with the fans whether it be in football or basketball to state occasionally that he believes in fundamentals. I am a firm believer in fundamentals. I am more sincere than some of the rest of my clan in this perhaps because without a mighty thorough knowledge of dribbling, pivoting, feinting, passing, front turns, stops, and shooting my system would not bring results. Some teams which play "slap stick" basketball have finished high up the championship ladder and have often won championships, without any real careful knowledge of fundamentals, by means of super-human effort and fight, but fewer
championships are won by such teams each year.

In “Percentage Basketball” five men must know how to handle the ball well and how to outmaneuver an opponent. This style of play is an open game. The five players are placed as shown in the diagram.

The players thus placed are far enough apart so that no one man of the opponents can cover two offensive men. The territory under the basket is cleared by making the other positions just out of this territory dangerous. Position No. 3 is known as the pivot position and should be occupied by a man who can dribble well, feint well, pass well and who is a good general. This position on a court 50 x 90 should be about a yard back of the center circle. The two men at the left and right of the pivot man should be placed about six feet ahead
of the pivot man. This gives the pivot man a little more room in case he attempts to break around his guard with a dribble. The men in these positions should be your two fastest men who have mastered the lay-in shot as well as the short two-handed shots from around the foul circle. Position No. 1 is occupied by your tallest man, usually the center. He must be a good corner shot and a dangerous man under the basket in close-up shots and recovering the ball from the back board. No. 2 can well be a tall man of the same ability as that required of the man in the other corner of the court. He might well be a man who is accurate on lay-in shots with his left hand. This would give you corner men who would have the outside hand to shoot with on lay-in shots.

I have shown by means of the crosses the positions of the opponents on the defense. This is one stage in the evolution of the defense which all teams which have ordinarily played a position defense have passed through in meeting our offense. The position or territory defense is very easy to operate against with "Percentage Basketball." Opposing coaches soon see this and the next stage in the evolution is a man to man system where the guards rush their men. This proves disastrous for they are easy to break around. Then comes the next step in the evolution of defense against "Percentage Basketball." This is a man to man type, but the guards play conservatively. Assuming, therefore, that your opponents take the defense as shown in the diagram, you now have each one of your players pitted against one of your opponents. It is now up to each individual player to outplay his opponent. After these positions are taken you keep possession of the ball and take advantage of the mistakes of your opponents on defense. No. 4 and No. 5 watch their guards for mistakes in their guarding such as following the ball with the eye when it means losing sight of the man they are guarding, over guarding or over charging an opponent or throwing the weight of the body too far to one side or the other to check a feint to dribble or break by. Many very good guards will trail a man closely while he is breaking in to the basket but will loaf a little as a man rushes out again. A well timed pass may reach the offensive man as he comes out to the foul line after a run under the basket and thus he either gets a fairly safe shot or he fakes a shot and dribbles around the guard who now rushes to cover up his mistake.

The corner men most of the time play out wide. If, however, No. 4 or No. 5 succeeds in breaking around his man and the men guarding the corner men leave them to keep No. 4 or No. 5 from taking a lay-in shot, the corner men should break straight in to the basket to receive a pass from No. 4 or No. 5 who under these circumstances stops on the foul line. We do not plan to take long shots in this system of play. We play for lay-in shots and shots from around the foul circle, where the percentage of hits is high or hence the name "Percentage Basketball." It is a specialized type of offense. Each position carries with it problems of its own. During your practice hours see that your man when he has once been assigned to a given position in the system learns to play this position and does not worry about the troubles of the other men. There is no real reason why Nos. 4 and 5 should be good corner shots but one and two must be.

The general tendency will be to work too fast. A good floor general in the pivot position can control this. Corner men should learn to break into their positions as soon as your team gets the ball. The three back or middle court men should keep possession of the ball and be always (Continued on page 39)
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<th><strong>SUMMER SCHOOLS FOR COACHES</strong></th>
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This article purposes to give the main changes in track and field, football and basketball rules for 1925. No attempt is made to suggest the exact wording of the rules. The Track and Field Rules Books are on sale and the Football and Basketball Books will be ready for distribution in the fall.

**TRACK**

The Rules Committee makes suggestions which are not binding as rules. The coaches should bear in mind that the suggestions made under the rules and the chapter, "Questions and Answers," are only in the nature of suggestions and that only the rules are binding.

A suggestion was added to Rule 2 as follows: "In arranging heats it is recommended that care shall be exercised in seeing that the best men are not drawn in the same preliminary heat."

Under Rule 3, "Claim for Record," the following suggestion has been added: "Claims for college records should be sent to Mr. A. A. Stagg, Chairman of the Records Committee, University of Chicago, Chicago, Ill. Record blanks will be furnished on request. Claims for interscholastic records should be sent to Mr. C. W. Whitten, Chairman of the Interscholastic Records Committee, DeKalb, Ill." There has been a crying need for an Interscholastic Records Committee for many years. This year the National Federation of State High School Athletic Associations accepted the responsibility of passing on interscholastic records in the future. This Committee has announced that it will start with records which have been accepted in the past and will then receive any claims for new records that may be sent in.

The suggestion under Rule 4 was changed to read: "The Referee shall, if possible, see that no man be compelled to run more heats than another to qualify for the final heat." Further, this Rule now provides that the Referee shall appoint one of the inspectors Head Inspector. This is desirable because it centers authority in one man. The Head Inspector stations his men after consulting with the Referee at the beginning of the meet and besides, is responsible for seeing that the hurdles are properly set, records the number knocked down in a race, etc.

An important change is made in Rule 14 which provides that "there shall be three time keepers and one substitute time keeper for each track event. The substitute timer's time shall be taken only if for any reason one of the timers fails to record the time of the event." In important meets sometimes more than three timers officiate and in case of records the question always arises as to what watches should be considered as official. This rule makes it clear that only the three official watches may be read unless one of these fails to record the time, and in that case the substitute timer's watch shall be considered as official.

Rule 20 now provides that "in case of an unfair start the Starter shall recall the starters by a second pistol shot. The Starter shall not discharge the pistol while any competitor is in motion after the order is given to get set. If he does fire the pistol and then recalls the starters no penalty shall be inflicted upon any competitor for making a false start." The Rules Committee believes that the Starter is at fault if he fires the pistol when a man is in motion, and in that case the contestants shall not be penalized. If the men on the starting mark are
nervous the Starter should call them up and attempt to steady them and then send them back again to their posts. If, however, he fires his pistol when one of the men is in motion, he should not set the athlete in question. If a runner breaks before the Starter can call him up or before he fires the pistol for a start, then the Starter has no other alternative under the rules but to set him.

In Rule 21 the penalty for starting before the signal in indoor races of fifty yards or less is to be one foot for first and second offences and for indoor races of fifty to seventy-five yards the penalty for starting before the signal shall be two feet each for the first and second offences and of course, for the third offence disqualification.

Rule 22 was changed to suggest that the courses for the dashes should be marked out with lime and

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not with stakes protruding from the ground.

In Rule 26 the following suggestion has been added: "Where preliminaries are held the day preceding the meet it is desirable that no trials be held on that day in the high jump and pole vault, but that the preliminaries and finals for these two events be held all on the same day."

The rule on the hurdles has been improved by making it clear that hereafter in hurdle races of seventy yards or under a competitor shall be disqualified if he knocks down two or more hurdles. Of course, in races over seventy yards a competitor is not disqualified unless he knocks down three hurdles.

In Rule 29 a suggestion has been made that one of the pole vault officials shall be responsible for catching the poles for the competitors and thus, team-mates or others will not need to catch the poles for any of the vaulters. If this is carried out it will possibly save considerable confusion and prevent misunderstandings.

The wording in Rule 30 on the broad jump has been changed and it now specifies that the scratch line shall be the outer edge of a joist eight inches wide and at least three feet long. Further, the measurement of a jump shall be made at right angles from the nearest break in the ground, either in the pit or on the outside of the pit.

Rule 32 now specifies that the hammer throw circle shall be sunk flush with the ground and provision is further made that if the wire breaks during a trial that the trial should not be considered a throw.

In the interest of uniformity, Rule 33 on the discus has been edited so that the regulations regarding the circle will be the same as those applying to the shot, namely, that the circumference of the circle shall be marked by an iron, wooden or rope band sunk flush with the ground.

Rule 34 regarding the manner in which the javelin may be held is important. A great deal of discussion has arisen in the last few years regarding this point. The rules now specify that "the javelin must be held by the grip at the moment when the throw was executed and no other method of holding is permissible." This does not mean that the contestant may not steady the javelin with his left hand (if he is right handed) just so long as the javelin is held properly by one hand at the moment when the throw is made.

Attention might also be called to the fact that the new rule specifies that in the javelin throw the throw shall be measured at right angles from the ground at which the point of the javelin first strikes the ground to the scratch line or the scratch line extended.

Formerly the rules did not make it clear whether or not in a relay race a runner might start back of the sixty foot zone and run up the track with his team-mate who was finishing his relay distance and receive the baton within the zone. The 1925 Rules make it plain that "no member of a relay team may run outside of the zone before receiving the baton."

FOOTBALL

Important changes suggested by the Football Rules Committee are as follows:

(1) The kick-off this year will be made from the forty yard line as formerly.

(2) In the case of blocked kicks it is suggested that if the ball does not cross the line of scrimmage it shall belong to the side which recovered it. If, however, the kicking side recovers the ball it shall count as another down. If the kick is only partially blocked and crosses the line of scrimmage it is proposed that it be not considered as having been blocked.

(3) The Committee proposes an important change affecting off-side
penalties by providing that when the defensive team is off-side it shall be penalized five yards but the offensive team, under these circumstances, shall not be given first down as formerly. That is, the down will remain the same unless the yards gained on the penalty are enough to make it first down.

(4) It is further proposed that doctors or trainers who wish to come on to the field to assist injured players shall be required to report to the Referee and to receive his permission before coming on the field. In most sections of the country this practice has been followed in the past and it is well that the rules now make the practice uniform.

(5) The Captain of the team winning the toss hereafter may choose to receive or kick in addition to selecting the goal which he will defend. (6) Formerly on clipping the Captain of the team against which the offence was committed could elect to take a fifteen yard penalty from the spot where the foul occurred or from where the ball was put in play. This year the rules will provide for a twenty-five yard penalty from the point at which the clipping occurred.

The football rules changes fortunately are not radical and those mentioned above on the whole should help the game. No doubt, the Committee before the final printing of the Rules will edit them so as to clear up some of the misunderstandings that have occurred in the past.

CHANGES IN THE BASKETBALL RULES FOR 1926

BY

DR. WALTER E. MEANWELL

The Joint Basketball Rules Committee met in New York City April 9, 10 and 11 for the annual consideration of the rules. But few changes of consequence resulted and the major part of such changes

Free from the High Charges of Time

AFTER all one of the heaviest, if not the heaviest, charges entered into the books against a locker installation is written by time. Such charges start with some little item—the janitor fixes a hinge, a lock, a hook or a shelf—and then they mount and mount. Soon appearance and usability are considerably lessened and replacement becomes inevitable.

When you are thinking of installing lockers take the time to look Durand Steel Lockers over carefully. Notice how the sturdy angle iron frame construction reaches from the floor to the top as a single solid unit—notice how the simple sturdy two piece hinge holds the door rigidly in place—notice how smoothly the multiple locking device operates—notice how securely shelves and hooks are anchored.

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were made simply to speed up the game and to correct phraseology. Without attempting to give the phraseology adopted for the changes, or for the new rules, I will give the gist of all changes or modifications, as follows:

Rule 2, Section 1. The back boards shall be painted white on the face of the glass, that is, the surface against which the ball strikes. A number of complaints were at hand as to the glare which results when the painting is on the rear side of the glass.

Rule 5, Section 2. A player changing his number during the game, as at half time, without proper notification of officials and scorers, will be disqualified.

Rule 5, Section 6. All players on a team must be numbered differently.

Rule 6, Section 4. The referee shall inspect and approve all equipment and rule against equipment which in his judgment may be injurious to opponents as, for instance, metal braces, guards, and the like. The referee may require that such apparatus be discarded.

Rule 6, Section 7. The referee or umpire has authority to disqualify a player for unsportsmanlike conduct.

Rule 6, Section 11. The umpire shall notify the scorer of the number of the player making the foul. The aim of this rule is to do away with the practice of scorers stopping the game to ascertain the number of the man making the foul. Where the referee calls the foul the umpire shall proceed to the scorer and give to him the number of the offending player.

Rule 6, Section 12. Where two score books are being used one of them shall be designated the official score book. When score book of the home team meets with the approval of the referee as to its fitness, that score book shall be designated the official score book.

Rule 6, Section 13. A change of much importance occurs. The referee is required to blow his whistle when he throws the ball up between two jumpers. Time starts when the whistle blows. This is a change of considerable moment for heretofore the referee has blown when the ball reached its greatest height. It was felt that the official could not actually watch the ball and the jumpers at the same time and this change was made primarily as an aid to the official.

Rule 7, Section 2, has an important change which was made for the purpose of keeping the ball more constantly in play and to prevent frequent stoppage of the game. Last year's rules state that when a ball hits the edge of the back board it is out of bounds. For 1925-26, the "edge" has been eliminated from Section 2, and the ball will now be in play when it rebounds from any part of the surface or edges of the backboard into the field of play.

Section 7, (h), same rule, will require the ball to be jumped for at the free throw mark after it has lodged in the supports of the basket, instead of being jumped for at center, as formerly.

Rule 7, Section 10, will contain a statement that a player may pivot following a dribble. There has always been lack of uniformity in connection with the pivot, many officials calling fouls for travelling even following a legitimate play. The new statement in Section 10 is not a change, but simply a much needed statement for the purpose of making clear the possibility of pivoting after a dribble. If the pivot is started after the ball has been caught, the ball must be gotten rid of before the free foot touches the ground.

Rule 7, Section 17, makes a change of great importance to high school players in that it changes the time of the extra period following a tie score from a 5 minute play-off to three minutes.

Section 22 will define a violation
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as an infraction of a rule which does not involve a free throw.

Rule 8, Section 5, will state that after an illegal free throw has been made and also after the ball has lodged in the supports of the basket, the ball shall be tossed up at the 15-foot mark instead of at center, as formerly. A more important change, Number F of Section 5, will state that after all technical fouls the ball shall be tossed up at center. Number G of Section 5, will state that time out shall be taken after all technical fouls. This section will also state that it is technical foul for the center jumper to leave the circle before the ball has been tapped.

Rule 8, Section 6, will state that the referee shall blow his whistle when he puts the ball in play at center as the ball leaves his hands.

During the past season several Western Conference games and numerous other games were won owing to confusion as to which team properly possessed the ball out of bounds. One team would secure the ball and go on offense only to have the official declare the opposing team the true possessor of the ball. A number of times the sudden change in the possession of the ball resulted in an easy basket being secured owing to the mix-up. To prevent such occurrences, the new rules will state the referee shall call the possessor of the out of bounds ball clearly and shall delay the game temporarily in case of a misunderstanding as to the ownership of the ball out of bounds and not permit the play to continue until both sides are ready.

Another statement which will appear somewhere in Rule 10, will state that when a player in possession of the ball commits a violation and the whistle is blown, he must pass the ball to the official and not to an opposing player, or throw it on the floor, or elsewhere. Penalty, personal foul. This ruling is to prevent a boy from throwing the ball out of play so as to delay the game to enable him to go on defense after losing the ball following violation.

Section 3, Rule 11, will state that neither team may practice with the ball during a time out or other delay of the game.

Rule 14, Section 8, will state a change of considerable importance in that it does not require a player jumping for a ball to retain his hand in contact with his back. It will also state that if a jumper leaves his center circle before the ball is tapped a technical foul will result.

SPECIAL ATTENTION: The most important change of all has to do with the elimination of the goal cone and therefore of the ruling which gives two free throws as a penalty to the man who is fouled while in possession of the ball within 17 feet of the End Line. For 1926 there will be no goal cone and the line through the free shot mark should be removed from the floor. There will be no two shot penalties following a foul on a man in possession of the ball, anywhere on the court, unless that man is in the action of shooting. In other words, we go back to the rule of three years ago. A man who is fouled while in the act of shooting will be granted two free shots regardless of his position on the floor at the time he is fouled.

It is well to discuss the reason for this change: From the time of the early suggestion of the zone, the Eastern teams on the whole, vigorously fought the adoption of the zone and of the two shot penalty for fouls made within it. Western basketball men on the contrary were strongly in favor of the zone, therefore the Easterners finally accepted the suggestion and the zone rule went into effect two years ago. Following a year of experience with the zone, the Eastern men were more opposed to it than ever, because they found that in their section it led to the wholesale use of
a fast dribble into the guards when in the zone region for the purpose of securing fouls. In fact, this style of play became in the East one of the best methods of scoring. The Western teams were at first slow in taking this rather unsportsmanlike advantage of the rules and on the whole the zone worked advantageously there for a year, but a change to the dribble game became quite evident among the Western teams the second year of the rule so that when the Rules Committee met last April, the zone had no friends in the East and fewer in the West than formerly. It was felt that the foul zone and the two shot penalty for a foul within it, was leading to the establishment of an individualistic rather than a team, style of play, in which the dribble was attaining an undue prominence to the detriment of fast passing team play. In further elaboration of this rule, the term, "in act of shooting," will be

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Judge George W. Wood, formerly Juvenile Court Judge of Iowa, has been quoted as saying:

"Of the thousands of youngsters who have stood before me charged with some criminal offense, not one was an athlete, a boy who indulged in healthy outdoor sports. When the fishing rod replaces the six shooter as the toy of the child, danger of criminal development is ended."

In this connection the Chicago Daily Journal recently carried the following editorial:

Crime Prevention

"The Playground and Recreation Association of America publishes figures from many cities to show that it pays to give boys a chance for harmless fun.

"In Schenectady, N. Y., juvenile offenses in six wards were cut 69 per cent by the opening of playgrounds and other recreation measures. In one part of Los Angeles a still more remarkable result was shown. All cities which have tried the plan report that Hallow'een mischief was reduced, sometimes to the vanishing point, by organized celebrations.

"Chicago has no trouble in believing these statements. Arrests of juveniles in one police precinct of this city dropped nearly 60 per cent in a year after a boys' club was opened in that locality. Probably even here most citizens do not realize how enduring these good effects have proved.

"The great danger to life and property in any community is from the professional criminal, the man who makes his living by preying on society. Court records show that the professional crook, nine times out of ten, starts his evil career while in his teens. If he can be kept straight until old enough to vote he will stay straight; the exceptions are so few that they merely go to prove the rule. Everything that can be done to reduce juvenile offenses this year is cutting the toll of professional crime ten years from now.

"What is needed for the youngster are guidance and recreation that will keep him straight; for the impulsive or sporadic offender, every aid and opportunity to reform; for the professional crook, relentless pursuit, and when his professional character has been established, permanent segregation.

"When municipal administration devotes itself to those three purposes, life and property will be much safer than they are now."

The London Times recently reported in some detail an account showing the spread of football in Europe and concludes the article with these words: "With the spread of the game there has also spread among spectators and players alike the spirit of fair play."

Dr. Everett C. Jessup of Columbia University suggests that sport is in many respects the physiological equivalent of war. A number of newspaper editors have commented on this idea and the majority agree that as athletics develop the chances of war are reduced to a minimum. One of the editorials from the Trenton, N. J., Times, follows:

Sport as Cure for War

"With the baseball season again upon us, it is interesting for lovers of outdoor pastimes to learn that the opinion is coming to be cherished that after all the true cure for the war spirit is sport, especially international sport.

"Dr. Everett C. Jessup, instructor in medicine at Columbia University, puts it this way: "Sport is in many respects the physiological equivalent of war; with its principles of representation and the ease with which it becomes an expression of patriotism, international sport is..."
the moral equivalent of war; with the exception of the fulfillment of the death wish, we may almost say that international sport is the psychological equivalent of war. It supplies in good measure the thrills that humanity craves not only in those who play but in those who watch.'

“One of the most striking illustrations of the sublimating influence of sport, according to the same authority, is the almost complete obliteration of head hunting in the Philippines by the judicious introduction, by the United States authorities of games and contests between tribes.

“Dr. Jessup did not carry off the Bok prize for the best remedy for war but his suggestion sounds plausible enough to deserve the consideration of statesmen.”

The Des Moines, Iowa, News presents a similar view on the cor-

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relation between athletics and war
in the following editorial:

*The Larger Significance*

"As we come to the beginning of
the new stadium it is well to be
fortified in the larger significance
of athletic sports.

"How many ever stop to consider
that war in the beginning was an
athletic contest between great na-
tional champions? When David
went out to meet Goliath it was
precisely the same as when Nurmi
goes out to meet Joie Ray. The
only difference was that death was
the stake in the old days.

"To come down to date it is
claimed that head hunting among
the savage tribes has been aban-
doned almost universally where
modern athletic contests have been
introduced. It is not getting the
head of somebody, it is getting the
trophy that really counts.

"Dr. Everett C. Jessup, instructor
in medicine at Columbia Univer-
sity, has recently analyzed the sit-
uation and he confidently states
that everywhere athletic contests
have taken the place of war. In
just the proportion that a people
has contests it opposes war, and dis-
likes war.

"The point he makes is that man
being what we call a fighting ani-
mal, that is, an animal which enjoys
contest, war is the simplest and most
primitive method he has of satis-
fying his appetite. But it is not
the killing of war, it is the rivalry
of war, and the joy of triumph.
Those motives are satisfied just as
well by other contests besides war.

"Says the doctor:

"'Sport is in many respects the
physiological equivalent of war;
with its principles of representa-
tion and the ease with which it
becomes an expression of patriot-
ism, international sport is the moral
equivalent of war; with the excep-
tion of the fulfillment of the death
wish, we may almost say that in-
ternational sport is the psychological
equivalent of war. It supplies in
good measure the thrills that hu-
manity craves not only in those who
play but in those who watch.'

"The trouble with the sporting
peoples is in his opinion that they
have not yet recognized the bear-
ing of their own innovation for
their histories all emphasize the
glories of war.

"In this respect the rest of the
world can learn something from the
Japanese:

"'On April 1, 1923, Japan did
this very thing. The text-books in
the lower schools throughout Japan
were completely revised. All refer-
cences to military glory and all ex-
altation of deeds of blood are
stricken out. In the reading books,
descriptive of 400 heroes, only men
and women who have accomplished
constructive work are included.'

"When our school books begin to
enlarge upon the victories of our
other contests and to minimize war
then we shall be at the beginning
of a new era when the rivalries of
life will be gratified in a civilized
way.

"We shall be just as vital, just as
virile, just as emulous of glory but
we shall not plan to murder some-
body to prove it.

"The Drake stadium is the mark
of the new era in human progress.
When the world has been converted
to athletic sports, the world will
gather as peoples now gather and
gratify its fighting instinct in a
civilized way."

Mr. Harvey Ingham, editor of
the *Des Moines Register and Leader*,
has frequently suggested in his col-
umns that the philosophy of the ath-
letic fields is superior to that which
usually affects our other human ac-
tivities. The following editorial
written at the time of the Drake
Relays is a classic and should be
read by every coach who has been
told that athletics have no place in the training of the young:

*Teaching 'Fair Play'*

"How many people stop to consider as they come to the great intercollegiate athletic contests that we owe most of our notions of fair play to sports?"

"How many stop to consider that this is so because from the start athletic competitions have been associated with the school and college?"

"What is more important in our present day American life than our notion of fair play? What greater contribution has been made to what we call the progress of mankind?"

"Why do we so constantly use the words 'fair play' without stopping to consider just what we are saying. Why is 'play' the word we associate with 'fair,' and why 'fair' with 'play'?"

"Where else has so much been done to make the competitions of life absolutely fair as on the athletic field?"

"Compare politics or business or social life with the athletic field. Can everybody meet in any of the other competitions and get 'fair play' as he gets in a running race or on the baseball diamond, or even in the prize ring?"

"Where else in life are any chalk marks made to insure that a colored boy shall have an unobstructed path in which to run?"

"There were men at the ring side when Jack Johnson defeated Jeffries who would shoot Johnson at sight anywhere else but in the ring. There, if Johnson had been fouled, they would shoot the man who fouled him."

"Jack Johnson had no more fear of being fouled in one of his fights and losing by it than he had of being struck by lightning. And that would have been true even in the southern states."

"Some of the states will not permit a colored man to compete in
college athletics. But if he is permitted to compete he is fairly started and fairly judged.

"How much has this notion of fair play had to do with the success of our modern experiments in popular rights? Would anybody care to try to answer offhand?

"The only security any institution of government has, where the people have a hand in it, is in the feeling that no matter what blunders are made or what injustices done, the attempt has been to be just.

"Today in the close matches the camera is used to decide the finish, because the camera is so much quicker than the eye. Suppose we were that careful about some of the other awards of life?

"Suppose in all our competitions we had the finest talent to give us an even start, a marked path in which to run, and an instantaneous flashlight at the end to fix the exact shade of our success.

"And yet that is the lesson of the college athletic field, and it is being learned every year by more and more of the young men, and the young women, who are to shape the future.

"The lesson of fair play of the college athletic field alone is worth far more to America that all the colleges cost, and all the universities, and all the common schools.

"Without it where would that lesson be taught as it is taught today? Where would impressionable youth be associated with doing the right thing, of being fair, of letting the best man win, if it was not for the college athletic field?"

Mr. Charles W. Keppen, Manager of the Los Angeles Athletic Club, on request has written the ATHLETIC JOURNAL regarding the mechanical announcing device which he has installed in the Los Angeles Coliseum. The following, taken from a letter written by Mr. Zack Farmer of the Community Development Association, will be of interest to all coaches and directors who are considering the advisability of installing announcing devices for their athletic fields.

"First, it must be borne in mind that the Los Angeles Coliseum, seating 75,000 persons and having a playing field 680 feet long by 340 feet wide, offered not only unusual problems for the successful operation of such an outfit but, likewise, through the many purposes to which this structure can be put, unique opportunities for perfecting many usages for it in addition to those already credited to it.

"For the purposes indicated by the name 'Public Address System,' our No. 1 outfit has fulfilled all promises made for it and overcome the above referred to problem anticipated because of the immensity of the Coliseum, and we are satisfied that in respect to this usage, amplifying public addresses, etc., our No. 1 outfit fully meets the requirements of a capacity audience in our structure which, by the way, has a circumference around the upper tier of seats of nearly one-half mile.

"During our football season we found that radio musical programs picked up and transmitted through the loud speaker to the incoming and waiting audience before commencement of the games were very popular.

"We devised a plug-in telephone line, paralleling the football field, through which a competent observer, following the ball constantly, transmitted to the announcer at the microphone the details of every play which the announcer broadcast to the audience. Between quarters we also announced the results of other football games and in all, made football vastly more interesting and attractive to the general public than it has been heretofore when forward passes, penalties and personalities of plays could not be given to the audience. We believe this has had much to do with the greatly increased patronage football has received in the Coliseum from thou-
Considering the advantages of announcing athletic fields.

First, it must be pointed out that the Los Angeles Coliseum is the first in a chain of Progressive fields. It is 19,000 feet wide, offering ample space for athletes and spectators alike. We have been faced with a number of such a nature, through the many persons who structure their opportunities for participation for it is already credited to you.

For the personal name "Public Address No. 1 unit it was necessary to make an effort not to violate the above cited regulations because the Coliseum is not a football field and that in respect to the loudspeakers public address systems are a source of greater concern, and lastly, that the Coliseum people wanted a noiseless unit. During our first broadcasts that radio manufacturers were looking up and trying to find ways to supply the loud speaker that would meet the requirements of a modern structure which has an audience of over 50,000 spectators, so that the Coliseum can be a first class field.

"We devised a system in which, paralleling the three columns through which the audience are seated, following the lines, the microphone the distance normally, this the amount of the audience. Herein we also announced the football meetings, which vastly more attractive to the event. It has been helpful toward the bettering of plays and the interest of the audience. We have had much to do with this increased interest. We received in the Coliseum sands who heretofore never enthused over the game. It is interesting to note also that, with the exception of capacity crowds where it seems that no mechanical equipment can ever control the human emotions over such a game as football, the smaller audiences, up to 30,000 or 40,000 seemed anxious to regulate their cheering so as to give the loud speaker its chance to perform. Naturally, the matter of control does not apply to public addresses, music, etc., as in such cases a capacity audience of 75,000 would come to remain quiet and to listen, whereas with sports events they come to unleash their spirits within expressions of favoritism, etc. However, even on a capacity football crowd the loudspeaker served all of the previously stated purposes excepting the play by play announce-ments which, on such occasions, we concentrated into a general explanation between quarters of those things that happened in the previous plays.

"While we think that the Coliseum has set some precedents in improving football for the general public, we feel particularly enthused about our accomplishments in this direction in regard to track and field meets. We have had nearly a score of large meets in the Coliseum this year, including the A. A. U. Championships, Olympic Tryouts for the southwest and an Elementary School track and field meet in which 7,000 juvenile athletes were on the field at one time.

"Through the loud speaker we have systematized the running of off the numerous events that must be crowded into a few hours; we have thus shortened the time consumed in big meets and have perfected an orderly system of handling from 100 to 7,000 athletes on the field at one time. By announcing all events and interesting details of same as well as results, comparative records, personalities, etc., we have made track and field for the first time interest-
ing to the public at large; as track and field, as records will show, heretofore has been patronized almost entirely by students and athletically interested alumni, with very little attendance from the general public.

"Also, in handling the athletes through the loud speaker we have eliminated the typical confusion of track and field meets and made the work of officials one of pleasure and quiet organization technique, a thing impossible in the past.

"We have made practical and successful tests and are now planning some great military maneuvers in the Coliseum which can be much more satisfactorily handled by the assistance of the loud speaker than has been possible in the past.

"At our last Easter sunrise service, before the sun rose and while thousands of early-comers would, otherwise, have restlessly awaited our program, we entertained the audience through 'mysteriously' produced organ recitals by having a famous organist play on a great organ in our largest auditorium where his music was transmitted by wire to the broadcasting station, thence by radio to the Coliseum and reproduced perfectly through the loud speaker. This music was as clear and perfect as could be imagined and was distinctly heard nine blocks from the structure.

"In handling great audiences in the Coliseum our loud speaker has become the carburetor of our machinery. Aside from serving the purposes above stated we have, almost without effort, quelled such nuisances as spasmodic cushion throwing, etc., directed the audience prior to exiting, paged persons on such important matters as approaching death calls from physicians, found the parents of lost children, etc., all of which would otherwise be virtually impossible.

"In short, the No. 1 Public Address System has become a permanent and indispensable feature in the operation of the Los Angeles Coliseum, one of the world's greatest structures of its kind and one which is used, we believe, more actively throughout the year than any other similar structure in the world, our climate and other opportunities making this possible."

Houser in the Discus Throw
(Continued from page 4)

usual manner, that is, he walks across the circle, and does not hop or jump as do many discus throwers with eccentric styles. The entire progress across the circle sees Houser's feet moving along a straight line drawn from the start-

Illustrating the way Houser goes across the circle

ing point at the back of the circle to the point of delivery. By keeping to this straight line and moving his feet as close to the ground as possible, Houser concentrates the entire power gained by his speed across the circle into the terrific snap of the final delivery of the instrument. From the moment he first starts winding up for the throw, with his pendulum-like swings, the movement of the man is one of rhythmic smoothness with not a fraction of his forward movement across the circle jarred by any futile hops or jumps which dissipate the power of most discus throwers through lost motion.
watching for a time when the corner men will be down ahead of their guards.

Pivot and pass plays, long pass plays and criss cross plays are possible from this formation. We use many and are still building them. You can build some too. You will find “Percentage Basketball” will conserve the energy of your men. We played 37 games during the season just past and my team did not show signs of fatigue until the final two games, which because of peculiar circumstances we were forced to play at the end of a six-game series in eight days against two different teams.

Question: How many hurdles may a competitor knock down in a race without being disqualified?
Answer: Two.
Baseball and Basketball
(Continued from page 19)

An outfielder should learn to take the ball with the fingers turned downwards so that he will be able to come in and make a catch on a ball knee high or lower.

It requires much practice to learn to bat well and it also is necessary even for good hitters to have considerable practice to keep in form. Much has been said about stepping away with the front foot and dropping the hips. A player should realize that he must step and be balanced on his feet after his step so that he can control himself. It might aid a batter if he were to assume that he was going to protect the home plate from the ball that passed between his shoulder and knees. He would then take a position that would enable him to hit any ball in that space and to ignore balls outside the space he intended to protect. Players take the attitude that the pitcher is attempting to throw balls that he cannot hit and the batter determines that he will hit them. Rather he should assume that he can hit balls over the plate and that the burden is on the pitcher to prevent him from hitting balls that go in the space that result in strikes. All coaches insist that their players swing only at balls that are strikes. Any player should be able to step and maintain his balance in relation to the strike space. Balls inside or outside this territory should be ignored.

Players who have acquired no bad mechanical faults and who have natural ability combined with an interest in the game soon learn the tactics of play from a coach who understands the game.

It is to be hoped that towns may some day provide an athletic director to conduct sports and give the boys coaching in right technique at the start of their baseball experience.

Lee Barnes—Olympic Champion
(Continued from page 5)

[nasium was just as important in the development of Lee Barnes as any one other single factor, and it was through his apparatus work that he developed such a remarkable muscular co-ordination.]

Illustration 3

It has been my good fortune to work with many fine boys but never have I had the pleasure of working with a boy whose soul was so en-

Illustration 4

tirely in his work and the good fortune which befell him at the Olympic Games was not due to chance but to that steady perseverance which characterized his training through four years at high school.

Rules Changes
(Continued from page 31)

[stated to embrace that period of time following a shot until the shooter has regained the floor. For instance, if a man is fouled after he shoots and while his body is still in the air, he is entitled to two shots. This provision is to safeguard the]
shooter from undue roughness. Somewhere else in the rules, special attention will be called to the fact that should a dribbler carry the ball into a stationary opponent, and so make contact with him, the foul should be called on the dribbler for charging. This is one of the most difficult rules for the officials to administer properly and the foul is almost invariably called upon the guard, which results in an undue advantage to the man with the ball. The dribbler must make an effort to avoid a stationary opponent and must change his direction if he is to avoid being called for charging.

These are all the changes of any consequence. The main ones, of course, are the elimination of the goal zone, and of the requirement that the hand be kept in contact with the back while jumping for a tossed ball.

The other changes are largely in the nature of editing the phraseology of the rules and will not materially affect the game.

**Question:** May a record be made in a hurdle race when one or more hurdles are knocked over?

**Answer:** No. All of the hurdles must be left standing.

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The Educational Value of Athletics in Schools and Colleges

(Continued from page 13)

by the standards of the so-called "athletic" club for their spectacular, financial and advertising values, the answer is easy: Get the best athletes possible from all sources, offer them any inducements available, and keep them on the teams as long as their scholastic standing will permit them to remain in college. If on the other hand our ideal is to obtain educational training in this respect, as in other phases of college work; if we are trying to educate and develop our students in an all-round way, we shall declare the man who has had special contest experience from which he has had, not only the fun of the game, but a financial return as well, ineligible for the special honor and privilege of representing his institution.

The knowledge that "Tom Jones" and "Ed Brown" have played summer baseball or have had semi-professional experience and who show in their play the skill and savoir faire born of special training and experience, and that they are out for the team, is going to discourage, as it has many times in the past, many students who like the game and who would otherwise keep trying for the team. As it is in too many cases, even the good amateurs do not have an equal chance with the semi-professional for the honor of making the team; but more than that and perhaps even more important, they and others are deprived of the stimulus and educational value of trying. We should not hesitate long to declare ineligible a man who had made his living in the practice of law or medicine even if he had discontinued this work, if he were to enter an undergraduate competition for a prize in the subject in which he has had his special experience for which he was paid.

The time has come for us to look these matters squarely in the face. Either competition in athletic sports is an important phase of our educational system or it is not. If it is not, then we have mighty little justification for our great and expensive athletic establishments. If it is, we must conduct the work on a basis that will provide opportunities and stimulus for each fellow according to his ability and needs. Bar the honor of representing his university to the semi-professional, not primarily because he is a professional because he has made his living in athletics, but because he is out of his class. Drop the standards of sporting editors and set up educational standards in this phase of educational work as in chemistry or biology. If this is done we shall see fewer of our prominent athletes going into frankly professional athletics and shall have more men responding to the legitimate stimulus of competition for college honors, getting thereby a training in character, self-control and loyalty that means much in their development. I don't wish to be understood as implying that there is necessarily anything dishonorable in earning one's living by playing professional ball; but I do think that it offers a life of relatively low ideals and limited usefulness for a college-trained man.

Athletic Competition Training in Ethics

Participation in sports and games furnishes the principal, if not the only, practical training in ethics that exists in our modern educational system. This fact is not widely recognized and acted upon. But it is a fact and it should serve as a criterion for the selection of coaches that has been too frequently and constantly overlooked. No other educational official comes into such close and intimate contact with the boy during the most impressionable period of his life. No other teacher has his opportunity to know the boy as he actually is—for the real self is exhibited in the abandon of the
game. Impulses of generosity or meanness, honesty or trickery, the ability to stand punishment or the tendency to quit under fire, spring out and control action in ways that are almost startling in their revelations of character. It is in this field of the utmost practical importance that the coach works. The man with low standards of sport and character uses this opportunity to teach the impressionable student how to evade rules and to play outside the spirit of fair play or to encourage the development of sly infractions of the rules, for the purpose of winning the game. Thus the coach enhances his reputation of being "successful."

The Influence of the Coach

There are too many coaches with big newspaper reputations and low standards in morals and sport, in this position of great opportunity and responsibility. The continued tolerance of the presence of men of this sort as teachers in educational institutions is a serious reflection upon the ideals and standards of those who are responsible. Fortunately, there are not a few of the opposite sort, and there is a constantly increasing number of men of high ideals who are making the teaching of athletics their life work. These men teach their pupils to play the game in the spirit of the rules and to regard the playing rules as a gentleman's agreement—not lightly to be broken or evaded. They encourage the development of fairness and generosity without losing the vigor and manliness of the contest, and they at the same time frown upon evidence of meanness and trickery. Many a man has in after years recognized and acknowledged his debt to such a coach for his influence in bringing out the best there was in his nature when he was trying for the team.

The Coach and the Rules

The practices and teachings of

(Continued on page 44)
the irresponsible coach of low ideals are the real cause of our absurd and complicated codes of rules. Their disregard of the spirit of good sport and their evasions have made it necessary to go into a ridiculous degree of detail in order to make the teams which they coach appear sportsmanlike in spite of themselves, and to protect their competitors. This elaboration of rules is a losing game, because no decent-minded committee, however faithfully they may work, can foresee and forestall the clever evasions of the unprincipled coach. The effect of such a man's influence upon a boy is to make him habitually tricky and unprincipled, and the almost inevitable continuance of such practices in business and social life tends to make him in effect anti-social. There never was a period in our modern life when the spirit of fair play and a discriminatingsense of ethical values were so much needed in social and business life as they are today.

**Coach Should Not Direct Contests**

There is another practice which has grown up under the influence of the old time professional coach that is a distinct detriment to the educational values of games, and which is typified by the custom of "coaching from the bench." This means that the players become automats directed by the brains of the coach, with the result that they are deprived of the development of initiative, self-reliance, responsibility and the power of adapting themselves quickly and successfully to new situations that would otherwise come to them from the exercise of their own powers and intelligence. It is the development of these qualities and others equally desirable that furnishes the only real justification for the continued existence of the great athletic organizations that have grown up in our educational institutions.

There is a general tendency in educational institutions to raise the standards of athletic competition and to promote good sportsmanship and better mutual understanding and respect among contestants. Valuable and encouraging as these evidences of better sport are, it is idle to depend upon them to correct the defects of our athletic system, unless and until there comes a complete change in our viewpoint regarding the place and function of athletics in an educational institution.

Is it not possible to arrive at a clearer recognition of the problem in its more important and fundamental aspects by approaching it from another point of view? The development in our schools and colleges of a real appreciation of the educational and character-building values of clean athletics will lessen the tendency to exploit the individual or the team as a financial or advertising asset. It will encourage every student to participate in competitive athletics under the direction of the best teachers to be obtained. It will put the emphasis upon discovering and developing the powers and capacities of the student who has not made a record in athletics instead of upon offering special inducements to the secondary school star and the tramp athlete. It will emphasize the importance of taking into account personal character and influence as well as technical skill in selecting coaches and teachers. Such a change in viewpoint will prevent many of the bad tendencies in our present athletic system and at the same time will make it possible to secure for all students the educational and social values of competitive athletics and to utilize the play and fighting spirit of youth in the work of developing the efficient and self-disciplined man fit for complete living.
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