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Albion W. Small Ph.D.^a

^a Dean, The Graduate School of Arts and Sciences , The University of Chicago

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THE EFFECTS OF INTERCOLLEGIATE ATHLETICS

BY ALBION W. SMALL, PH. D.

Dean, The Graduate School of Arts and Sciences, The University of Chicago.

The writer of this paper has no theory to establish as to the goodness or badness of college athletics. He is as eagerly interested in athletic contests as he was when he was a sophomore. He has, however, more compunctions than he had then as to whether he has a right to get as much enjoyment out of them as he does, and as to whether the influence of college faculties ought not to be exerted more than it is toward a tempering of student interest in competitive events. The one thing about which he is sure is that supposedly scientific men have not yet faced their responsibility in this matter in a scientific way. The alternative, *athletics vs. no athletics*, cannot be regarded as a timely issue, but there are some wide open questions within the range of the problem, *athletics vs. better athletics*.

At least ten men judge colleges by their athletics to one who judges them by their scholars. Meanwhile, the colleges do not know the actual effects of their most conspicuous activities. College professors are rare who have not formed rather pronounced opinions, *pro* or *con*, about the effects of competitive athletics in general. But if their conclusions within their special departments rested on no more comprehensive evidence, followed by no more critical evaluation of the evidence than can be traced in their opinions about athletics, the use of the term "science" in connection with American colleges would be ridiculous.

The purpose of this paper is to sound the note that we ought to know: that every college which supports intercollegiate athletics owes it to itself as a scientific institution and to its constituency to contribute its share towards, first, development of a critical method of investigating both sides of those activities: second, towards applying the method to interpretation of its own experience, and to the development of its own policy.

So far as I have been able to learn, our educational literature contains only one monograph which deserves to rank as a scientific study of the effects of inter-collegiate athletics. It is entitled, "A Study of the Effects of Rowing on Harvard Oarsmen," by George Louis Meylan, M. D., Adjunct Professor of Physical Education, Columbia

University. It appeared in the *Harvard Graduates' Magazine*, and the *American Physical Education Review*, March and June, 1904. For various reasons this monograph might well be taken as the basis for discussion, by physical experts, of a standard system for tabulating the significant evidence in their division of the problem. It goes without saying, (a) that the facts in the case of rowing are not identical with those in the case of any other major sport; (b) that the physical results would not probably be precisely the same in the case of any two sports; (c) that standard schedules would have to be varied accordingly for the different sports; (d) that to be reliable the evidence should be collected by expert physicians, after Dr. Meylan's example. Such testimony as that referred to in the exhibits which follow is of course merely provisional.

It is a commonplace that the physical effects of athletic contests are only the most obvious and possibly far from the most important items in the account. Institutions whose function is education, whose use of the term education extends to every factor which affects the set of physical, mental or spiritual character, should make it a part of their business to ascertain how many lines of influence are affected by athletics; what their ratio is to one another, from the educational standpoint; and what the present workings of athletic programs are with reference to a normal correlation of these influences. Due attention has not been paid to the necessity of a subdivision of students for proper estimate of the physical factor in the calculation of the results of athletics. College men are not of a single type, but range all the way from the anemic to the robustious. Light calisthenics might be a greater strain upon some of those at the one extreme than the severest contests upon men of the opposite type.

The exhibits subjoined impress the following observations: first, every college should ask itself whether it is performing its whole duty in the way of physical examination of the students and in the keeping of records which might furnish a sufficient basis for responsible physical prescriptions; second, every college should develop a set of records of minor injuries incurred in athletics, and should follow up the same as a matter both of treatment and of evidence; third, testimony should be obtained—and this holds as well on points other than the physical—both from the men themselves, and from their friends, about the effects of training upon men who did not make the teams—notably in football, the men who furnished the practice for the regulars; fourth, each athletic department should frequently review its experience, in comparison with that of similar departments,

with a view to such modification of its policies as may be indicated by new evidence.

Second in order of immediate importance is the effect of competitive athletics upon scholarship. American colleges will doubtless profess for some time to come to exist for the primary purpose of mental training. Intellectual competence and scholarly achievement must rank as central considerations in the estimate which most colleges form of student activities. With the possible exception of a few colleges, a minimum grade of scholarship will be a condition of membership of a team or of remaining in college. But the question of the relation of athletics to scholarship is not answered by mere comparison of each athlete's grades with this minimum standard. The real problem is, How does the athlete's scholarship compare with what it would be if he had no part in athletics? On the one hand, students are so overstimulated by training or contests, or both, that they have no surplus strength or interest left for the amount of effort necessary to keep up to grade in studies. On the other hand, some students are well able to do their class work in the time left from athletics, and actually do a better quality of work when under compulsion to reach results by concentration.

But there are many educators who suspect that the weakest part of the case for intercollegiate athletics, the part which may be so bad that a possible surplus of physical and mental benefits cannot cancel its detriments, is the part which would not be scheduled by athletic departments in general higher than third in the scale of importance, viz., the relation of athletics to the moral codes of the participants.

It would be inconsistent in this paper to allege anything dogmatically about the merits of mooted questions. As theses to be tested, therefore, rather than as dicta, the following propositions are submitted: *First*, under normal circumstances no other college official does as much to make or mar the morals of students as the coach. *Second*: Athletes tend to be morally as good or as bad as the coach. *Third*: Testimony of students and of graduates about the moral significance of the athletic department must always be interpreted as relative, not to the moral standard that may be in the mind of the investigator, but as relative to the code which the coach represents. *Fourth*: It is unwarranted credulity to assume that a graduate's morals in politics or in business will turn out under pressure to be better than his morals in athletic training.

One of the most critical facts about the American college athletes is their tendency to make a hero of their coach in the degree of his

success in turning out winning teams. Yet we know that there are some successful coaches who are as wholesomely stimulating morally as they are physically. On the other hand, there are successful coaches who are notoriously foul-mouthed, profane, tricky, and even ruffianly. Yet the men are trained by the latter, and the student body that applauds the teams and coach from the bleachers are heard to praise this second type of man in terms which discriminating persons would apply to the former type alone. Not only does the morally low-grade coach debase the moral tone of the students as individuals, but he loads the college atmosphere with infection. He confuses the standards of sportsmanship. He spreads mean suspicion that the standards of his competitors are as shifty as his own, with the consequence that the level of competition tends to sink to his own plane. It would be difficult to name a problem that should be considered more vital, by a college faculty, than the type of moral influence to which the college is committed by the character of the men who coach its teams.

One more general remark may be pertinent. It is highly important that all students and graduates interested in athletics, as well as faculty members who may be uninterested or prejudiced, should be won to support and co-operation whenever investigations of this kind are undertaken. Persistent efforts should be made to induce every one in possession of first-hand evidence to give it without gloss, whether it will count on the side of his opinion or not. Whatever is good in athletics will stand out in clearer light the more it is investigated. Few college men would want to perpetuate evils in athletics, but no one wants judgment to be passed by unsympathetic parties. The sort of investigation here recommended would secure a maximum of publicity for all pertinent evidence, together with reactions from all types of interest. It could not fail to make for agreement among all concerned as to desirable policies and programs.

In preparation for this paper, requests were sent to the members of the Western Conference that each should canvass its own athletic graduates for testimony which might serve as the basis for more searching inquiries. The results that were obtained are digested in the appended reports.

It must be understood that the inquiries here reported were not undertaken as *substitutes* for the sort of investigation exemplified by Dr. Meylan's study, but as *auxiliaries*. They are merely approaches to the whole problem from two other angles. First, that of the *opinions* of the most successful type of college athletes about the effects of intercollegiate competition upon themselves—effects not

only physical, but mental, moral and vocational; second, that of scholarship records, in so far as they yield evidence that may be accepted as pertinent. In both cases the inquiries were undertaken with the expectation that immediate results would be more valuable by way of testing the method itself than in securing final returns.

WHAT ARE THE EFFECTS OF INTERCOLLEGIATE ATHLETICS ON "C" MEN?

By FRED MERRIFIELD
University of Chicago.

The benefits and evils of intercollegiate athletics are under discussion in many American colleges. This study is undertaken with the advice and approval of both the academic and the athletic divisions of The University of Chicago, but in order that it may be independent of bias in either direction, it is entirely without official character. Personal details in the evidence collected will be treated as strictly confidential, but the numerical results will be given to the public.

As the most direct source of information, 403 "C" men are to receive this request for the evidence of their own experience. It is hoped that the replies, whether positive or negative, will be so discriminating that the conclusions toward which they point will be impressive. The inquiry is not made in the interest of a foregone theory, friendly or unfriendly to athletics. It is an attempt to assemble the facts that are available, in the hope that these facts will help to make opinions more judicial.

1. In what respects did your training for, and participation in, competitive athletics benefit you during your college career?
2. Do you recall detrimental features connected with the same experience, and in your judgment needing correction?
3. Did intercollegiate rivalry, as you know it, tend to cultivate the best qualities in sportsmanship? Can you point out needs for improvement?
4. Are you married? If so, how many children have you?
5. Has your health in recent years been excellent, good, fair, or poor?
6. What is your own opinion about the effects of your athletic experience upon your subsequent health?
7. In your business career, since leaving the university, have you noticed fortunate or unfortunate tendencies which may be attributed to your athletic experience?
8. Have you other suggestions, drawn from your own experience or from that of other "C" men whom you know, bearing upon the general subject?

The above *questionnaire* was sent out simply in the interest of preliminary study of this great subject. Perhaps the answers of 120 "C" men, gathered in haste and briefly summarized below, may at least indicate the direction in which the sentiments and the maturer convictions of thoughtful athletes and of other students of athletic problems are steadily tending.

I. *Benefits Derived in College.*

All of the 120 acknowledged that much good had been derived from the sports in which they had been trained. Most of the replies were enthusiastic, the older men being more ardent and grateful, if possible, than the younger men. In one case only was lukewarmness evident, the question being raised whether other forms of exercise, aside from the teams, might not have helped fully as much.

Among the benefits mentioned, the following might be given as representative: This training taught me how to keep in perfect physical condition; the value of doing my best; self-control; muscular co-ordination and agility; persistence; how to make and keep friends; how to lose gracefully when necessary; how to win against great odds; how to treat opponents courteously; concentration in study;

'nerve' to ram my way through college; that clean play is far more important than winning, though one must struggle to win legitimately; intense loyalty to 'Chicago'; how to be 'game'; to sacrifice (say smoking) for the success of the team; that real training builds up the whole man, mental and moral as well; how to take orders from a superior; to appreciate the inspiration of 'college spirit'; that a good physique means fitness for social efficiency; the value of 'team-work'; what real pleasure there is in keen competition; to mingle easily with my fellow students; to gain grace of body; to see the foolishness of dissolute habits; the value of student approbation; the good of finishing my college work; that I could do what other men were doing; to go in to win; self-reliance; to lose myself in the team; high standards of living; how to gain through losing; alertness; to read the minds of others and meet their attacks successfully; steadiness; squareness; the right kind of fighting spirit; many things the class room did not teach; higher aspirations; how to cut down study hours and yet get more done without fatigue; better social position; that the best friends are those who share in your struggles; how to find a safe outlet for my combative propensities; threw me into close contact with A. A. Stagg, the greatest inspiration to character formation in the university; to live systematically; how to combine mental and physical powers; to appreciate some of the noblest men in the university through intimate relations on the teams; respect for the powers of others; how interesting all college life and work could be when tackled with spirit; the keen delight of clean living; to think fast and accurately; to hate idleness; the exhilaration of perfect physical health; to like college life; one's need of travel to broaden one's interests; how much good there may be in other institutions; how to write up athletics and so get a liking for newspaper work; fairness in judgment of others; to detest snobbishness and selfishness through association with real men; sense of personal responsibility.

This training has been the saving of me physically. It awakened me and taught me what life meant; to give due credit to the victors when we lost; the need of getting into other college activities; how highly developed and perfect one's body may become; that only my very best is good enough; how much power one man can have for good (the 'Old Man' is here repeatedly mentioned). Athletics give a legitimate outlet to man's normal instinct for recreation and exciting competition; it impressed upon my mind the four cardinals of character: truth, kindness, honor, appreciation; it taught me to be prompt; to make good regardless of obstacles. It gave me increased capacity for work of many kinds. Team-work in itself is great men-

tal training; common sacrifice for a worthy end, even in recreation, is a part of true education. I felt much closer to the university through athletics. It gave greater influence for good over other students. A great training in will power. Being in training saves many a man from serious temptations. It delivered me from bashfulness and made me a social being. It changed me from a mere book-worm, physically weak, to a man who delighted in social life and recreation as well as to study, with sound health as the basis. The habit of eating wholesome food, in proper quantities; the satisfaction of being something more than a mere 'grind'; or a mere social 'butterfly.' Clean sport develops real manhood. The keener the competition, the better the opportunity to solidify that clean strain of manhood which is attracted by love of danger and the strenuous; the greater chance, too, for Mr. Stagg to impress his own stern code of morals upon the men of many generations.

II. *Detrimental Features and Suggested Improvements.*

Seventy-five men out of 120 offer criticisms and suggestions for the betterment of competitive athletics. Some of the earlier "C" men are quoted first. In many cases they recognize that old faults have been remedied; others still remain, as they believe:

Lack of careful medical supervision, allowing individuals to over-train. Too many hours of practice, leaving players exhausted, unfit for anything further that night. Studies neglected for athletics. Belittling of scholarship. Exaggeration of 'hero' idea. Nervous strain at critical times. Let the *men help each other* more, under the direction of the coach. Too much publicity and 'paper fame'; giving players too exalted opinions of themselves. The strain of conscientious study makes it unwise for the average youth to undertake vigorous forms of exercise in addition. Eliminate all long-distance runs over the half-mile event. Too much attention to the men who succeed; others often cast aside and ignored when they really need most attention. The wrong idea—to perfect a few 'machines' instead of teaching the many how to keep well and enjoy exercise. Athletics over-emphasized as the highest public expression of university life and spirit. Too little attention to minor injuries. Cut out all dangerous contests, such as football, distance runs and walks. Induce more men to exercise with their bodies instead of their mouths. Many lose sight of the main purpose in going to college. Athletics should aid scholarship, not interfere with study. Unfair discrimination, on the part of instructors, against athletes. The habit of 'breaking training' in bestial fashion. Excessive eating at training table.

The coach should have absolute control over each athlete as to drinking, smoking and sexual indulgence. Athletes should avoid too many social functions. Limit practice periods to two hours. Training table meant too much 'athletic' atmosphere for our good. Class work made too easy for the good of the men. Too much stress upon winning at the expense of the men's health. Bitterness toward members of the faculty who seemed to mark too severely. Moral tone of certain team members rather low; little done to counteract their influence. More emphasis upon class teams. Intercollegiate contests take away interest from athletics within the university. Allow freshmen intercollegiate basket ball and baseball. Coach likely to use men who are physically unfit. No man should compete steadily the year around. More encouragement and appreciation for our faithful substitutes. Danger in trying too many sports at one time. Prohibit participation in any two successive major sports. The 'fighting spirit' sometimes became actual savagery.

The training season too long for baseball. Incessant training the year round without occasional rest may be injurious. Too much work, not enough recreation, in athletes. Recognize a difference in the powers of endurance in different athletes. Limit the total number of hours required for practice per man. More general athletic work, less team specialization. Players should not be lionized unduly. Put more play-spirit into the contests. More independence for the athletic department. More vigorous medical examinations and records of every student. Never risk health to win games; even though called weak-kneed. Broader amateur rules—allow men to earn money by their athletic prowess. If barred from baseball, let him play in other branches of athletics. Eliminate championships which arouse too much unnatural excitement. Athletes falling into bad habits usually fall harder than the average student. Some very capable scholars are completely diverted from their scholastic ambitions by athletics. Coaches must not urge the men 'to live baseball or football'; it places the wrong emphasis upon winning.

Athletics surrounds university with an atmosphere of hearty manliness, and quickens the life as nothing else does. It helps draw a better class of men and women to the university. More care in 'training up' to strenuous sports, as well as a gradual 'let down.' Some men are spoiled by popularity. Change the personnel of the first teams each year to give other men a chance. Limit competition to periods not larger than three months at a time. *Never* allow teams to break training away from home. *Never* allow a man to sacrifice his physical welfare for the momentary success of a team.

More determined effort to make new athletes realize that scholarship comes first, and so prevent 'cribbing' and early dismissal from college. Warn all athletes, upon leaving college, that they *must* keep up regular, invigorating exercise; otherwise there are gravest dangers awaiting the men from pneumonia, tuberculosis and like diseases.

III. The Development of High-class Sportsmanship.

Only six out of 120 replies supported the negative. Most of these six were from the earlier teams, trained before the work was thoroughly organized. Two of these feel that recent improvements tend to win their favor. Only one "C" man seems to believe reforms impossible; he believes intra-university athletics will wholly eradicate all difficulties and give ideal results. While all the others speak most heartily in favor of intercollegiate sports as means of developing the nobler powers of the men, twenty-six of these have radical improvements to suggest. They all speak most hopefully of present tendencies, especially under the guidance of 'the Old Man,' giving him all praise for the splendid spirit at Chicago.

IV. "C" Families:

Seventy-eight of the 120 men reporting are, to judge from the heavy scoring and enthusiastic wording, most happily married. An even 100 children bless their homes. Most of these were boys and future athletes—possible wearers of the "C." This question is asked for the encouragement of the Athletic Department; also to gain light upon the everlastingly big question of physical normality. A full report from all our 403 "C" men, for which we could not at this time wait, would greatly augment these figures.

V. State of Recent Health:

Excellent 83, Good 28, Fair 6, Poor 3.

VI. Effect of Athletics upon Health:

Nearly all of the 107 cases reporting positively evinced great enthusiasm. One irrepressible replied: "If my health were any better, I would surely have to sit up with the doctor." Eleven cases report illness; few, however, connected their poor condition directly with college athletics. In some cases high school training was blamed, especially for weak hearts, due to early overtraining.

VII. Aid to Business Career:

Practically a unanimous 'yes' to this question, and, for the most part, a very decided affirmative, in line with the replies to question

one: Athletics teaches one to face competition anywhere, anytime; teaches one how to mingle with other young men to advantage. Control of temper in times of excitement. It taught me to think on my feet, think rapidly and correctly before crowds of people. It helps me in the teaching profession in every way. Interest in athletics gives me a chance to coach aside from my teaching, a very pleasant avocation. I keep in perfect trim the year round, thanks to baseball and tennis. It helps me make business friends easily. Such training makes a man aim to be successful *beyond others*. Taught me 'team work' in business. I owe my business wealth to my athletic training. It made me dare to undertake hard work with confidence. It gave me more confidence to overcome difficulties; I hadn't enough physical energy to accomplish this otherwise. It taught me how to really enjoy other games; golf, for instance. Helps me use strategy, determination, and fight in jury trials.

I tire more easily, says one, owing to low vitality due to overstrain in athletics. Another says, I am apt to concentrate too intensely, and have a period of lassitude follow; am apt to despise the 'wolfers and quitters' and not take advantage of them as is necessary in business; am too apt to take big chances—qualities all emphasized in my athletics. Athletic reputation has helped me rise rapidly in business. I can never forget Mr. Stagg's strenuous advice: "Put in the little extra"; when satisfied I was doing my best, this lesson urged me a step beyond—I needed it to win. It helped me get a wife, a medical course, and just about everything I have. The 'Old Man's' dominating, forceful spirit of courage and fair play have been as a shining star to me ever since, especially in critical periods of my life. It taught me to say every day: "I can do about anything I will do." I now *insist* upon getting physical exercise. First year out I had a hard time letting baseball alone.

It helps me more easily to enthuse over a new proposition and keep warm on it longer than others. I have been 'licked' so often, one more never phases me; sort of helps spur me on. Gives me many pleasant memories when I'm tired out. I am always preaching 'Chicago' to possible high school men. There is danger of athletes losing repose, poise, so needful in the transaction of business; danger of impulsive action when thought should be used. It makes me appreciate men and conditions better. If I fail to exercise, I slow down physically, due to the habit of strenuous daily exercise. Ability to get 'red in the face' about things; increased emotional driving power. Strict discipline, system in business, exactness and ability to go without things I don't need. I now know just how much wear and tear

my body will stand; an invaluable asset at every turn of business. I dodge no obstacles, just walk over them. I find my body is capable of almost unlimited recuperation, so do not worry over extra work. Has added \$200 to \$300 extra to my ordinary salary. Gives me entrance into many social circles otherwise closed. The 'Old Man's' "steady" has come back many a time at a critical moment, giving me grit enough to win out.

A few men misunderstood this question and gave no positive answer.

VIII. Other Pertinent Suggestions:

Suppose a man should be barred for playing summer baseball, why should that put him out of football and other sports? Broaden the amateur rules. Eliminate all championships; they induce feverish excitement, doing more physical and moral harm than good. More men in more lines of sport. Get the experiences of other than "C" men, especially those who dropped out owing to the evil effects of the work upon them. Encourage intercollegiate competition especially for the minor sports. Bad hearts seldom develop in college; rather from competition in the lower schools. Why not give more encouragement to golf in college; also to a rifle and shotgun club? It would be an awful mistake to limit a strong man's competition to a fall or spring team. Scholastically, a man does poorer work when he has no athletic ambition, is not in competition. Sudden breaking of training almost always injures the athlete. Give a man more athletic ambition and you will raise his moral standard inevitably. I believe the advantages far outweigh the disadvantages of intercollegiate sports. Training quarters have proved to be a distinct advantage to many of us; better condition, deeper friendships, more study. Can faculty men, who have had no athletic training or sympathy even, be expected to pronounce fair judgment upon athletes? I am for athletics, first, last and all the time. No coach should be allowed who has not recognized and positive moral character. And why allow men of dissolute habits to referee games?

More unbending on the part of the faculty, more interest in athletic competitions and students generally would greatly help matters. Each student, especially each athlete, should from the beginning be impressed with the waste of time involved in bowling, billiards and pool, gambling and drinking. Athletic coaches should not be allowed to give more attention to teams than to other persons who may wish to take part in athletics. Three athletes, two of them "C" men, have died from neglect in keeping up to the perfect health

standards attained in college. Students should specialize in forms of athletics which they can enjoy after leaving college. If ever the day comes when "Chicago" can endow her athletics adequately, it may then be better to give up intercollegiate competition altogether. Athletes who become inactive after college days are the worse physically for their athletic training. I have always felt that "C" men considered the possession of a "C" an honor, carrying with it the obligation to keep athletics clean.

THE UNIVERSITY OF INDIANA.*

My function in this investigation, as I understand it, is to suggest, to collect and weigh evidence, and to give personal consideration to present conditions; that is, my task is essentially one of correction and rejection of evidence, but not essentially one of judgment. In order to present my information in logical form I have classified my material under two heads; first, the data obtained from the *questionnaire*, with brief explanatory comments; and second, the setting forth of my own personal conclusions which are based on observation and on impressions made by comments of athletes, in the *questionnaire* or elsewhere.

Before beginning the statistical tabulation, I may remark that, owing to the incompleteness and the inaccuracy of the list of 'T' men at the university office, I found only 165 names of athletes available for the study. Of this number, nine had removed from the address given, 106 failed to respond, and two indicated an unwillingness to go on record, thus leaving 48 sets of answers from which my data are taken. Further, in explanation, I may state that my list of questions is identical with that of the University of Chicago. I found in the answers to some of these questions considerable indefiniteness, so my classification of results is, at times, a more or less inexact guess.

I. In what respect did your training for, and participation in, competitive athletics benefit you during your college career?

Twenty-two men mentioned a wider and more intimate acquaintance with their fellows, in this university and elsewhere.

Six experienced a strengthening of loyalty to the institution, or of college spirit.

Eight found an added enjoyment of life.

Four felt that the trips were broadening.

Two became more appreciative of the value of organization and better equipped for the work of organizing and handling crowds of men. (This benefit should, I think, be classed with Question VII, rather than with Question I.)

*Investigation and report by Professor Russell Sharp.

Four gained knowledge of men, and a better philosophy of life. Four acquired self-confidence, and a like number found a higher ideal of sportsmanship.

Six were withheld from irregularities and dissipation by their participation in athletics.

Two secured work because of their athletic prowess and were thus allowed to continue their education.

Twenty-three received immediate benefits of a physical nature. Several of these men expressed a belief in the superiority of competitive athletics over gymnasium work as a health builder.

Various phases of mental intellectual benefits, which were derived from athletic experience, were pointed out. It was with considerable difficulty (and not a little arbitrary modification, I fear) that I succeeded in classifying these benefits as follows:

Keener perceptive faculties, 14; facilitated concentration, 5; elimination of tendency to loaf, 10; discipline and self-control, 9.

One man, who made an enviable record for courage and clean sportsmanship, expressed the benefits in his own case in a forceful manner:

"My early training in athletics," he observed, "taught me that a good strong body was a valuable asset in any kind of work; that so long as a man has health, he is happy, can be congenial to his friends, and can increase his friendship enormously. A man should never fear another until that other has proved his superiority, then should congratulate him for being good. It taught me to be fearless, fair and energetic."

II. Do you recall detrimental features connected with the same experience and in your judgment needing correction?

Twenty-six recalled detrimental features.

Seventeen did not recall such features.

Five were noncommittal.

Of the detrimental features which are generally attributed to competitive athletics, and which seemed to make a strong impression on some of the persons furnishing testimony, professionalism and unfairness were mentioned by eight, neglect of studies by seven, improper training by six, and the elimination of the great majority of students by two.

A few comments, chosen because they are typical or because they are striking, follow:

"Three years of football, according to valued friends, made me blind to the weakness of others. I wanted all people to go right at a thing and do it at all odds. I was harsh and critical if they did not." (This comment is from a social service worker, and is evidently colored by his viewpoint.)

"I think the emphasis laid upon rooting and the prominence given the spectator generally injurious to American college sport.

Any game is degraded in so far as it is made primarily a public spectacle held for the sake of the spectators." (This man was a Rhodes scholar, imbued with the English idea of sport.)

"Training is conducted or directed ordinarily by men who know how to 'rub you down' but little or nothing about hygiene."

"The winking of the coach at, and the urging of teammates to dishonest play. . . . Favoritism due to fraternities was harmful."

"The worst criticism of athletics is that of the effect it has, not upon the players, but upon the audience, to brutalize them."

"Some of the faculty induced me to play football while they helped me to pass my work."

"Over-training and compulsion of studying when in a condition of fatigue."

"(1) Demanded too much time from college work. (2) We were made to feel that we should win, if not by fair means, then by foul. (3) Tendency to emphasize athletics out of all proportion to importance."

"Care should be taken to build up the constitution rather than the muscles. The heart of overambitious athletes is apt to be affected more than people ordinarily think."

"Night signal practice interfered a great deal with my studies."

III. Did your intercollegiate rivalry, as you knew it, tend to cultivate the best qualities in sportsmanship? Can you point out needs for improvements?

Thirty-five think it cultivated best qualities of sportsmanship.

Ten think it did not.

Three are noncommittal.

Track athletes agreed, without exception, that that particular form of rivalry is conducive of the highest type of sportsmanship.

The consensus of opinion of those people who are convinced of the poor quality of sportsmanship in intercollegiate athletics seems to be that the 'win at all costs' idea is the chief defect.

"There's probably more real sportsmanship in Middle Western athletics than anywhere else in the country." (This man is the brother of a Harvard baseball captain. However, his evidence is not of great value, for he habitually chooses the sensational, the different, rather than the strictly truthful.)

"Eliminate the 'get him' spirit. A good man is generally the target, especially in football. . . . A little training in being a good loser would help."

"Intra-mural athletics in connection with the intercollegiate system would give the ideal results."

"Gentlemanly conduct toward guests needs improvement."

"There should be no wrangling over immaterial, doubtful issues; a player should be censured for insisting on a statement which he knows untrue."

"We need more firmly and sharply to discriminate the sportsman from the mucker."

"Colleges are more apt to resort to bad methods to win than the 'square' faro dealer." (This is from a sport-writer on an Indianapolis daily.)

IV. Are you married? If so, how many children have you?

Married, 35. Unmarried, 13.

There are forty-two children, distributed among the twenty-six families. No family includes more than three children. Three fathers comment on the robustness of their children, while several express the desire that their sons may become athletes.

One father of two children, one of which was born before the father's participation in athletics and the other after, observes that the younger child is much more robust and healthy. Another man claims that he won his wife on the athletic field.

V. Has your health in recent years been excellent, good, fair or poor?

Excellent, 33. Good, 14. Fair, 1. Poor, 0.

There is obviously a reticence on the part of athletes in connection with this question. Several men, while proclaiming their own good health, call attention to physical evils which they believe to be almost inevitable. These statements I have deferred quoting until the next question is being considered.

VI. What is your opinion about the effects of your athletic experience upon your subsequent health?

Beneficial, 27. No effect, 7. Bad effect, 4. Noncommittal, 10.

The benefits most frequently noted are those due to compulsory denial of excesses and training in the proper care of the body. The great source of danger is the discontinuance of exercise after graduation.

Comments:

"The work was too strenuous."

"Before taking up athletics my health was poor. At the present I enjoy the best of health. There is no doubt in my mind that athletics have done more for my present state of health than anything in the world."

"Blood pressure is inclined to get low. Some think this may be traced to high and sustained pressure during long and hard activity. . . . Reports of heart failure or sudden collapses of a number of good athletes whom I knew are not pleasant." (This idea is repeated by two other men. The man from whom I quote was a noted hard-working football player.)

"The body is educated to athletics; then the athlete gets lazy, takes on fat, quits exercise, toxemia sets in and ill-health follows in its many forms."

"Auto-intoxication leading to constipation and headaches—from

leaving off vigorous college athletics for the confinement of business routine. I do not know a college athlete who has not the above experience."

VII. In your business career, since leaving the university, have you noticed fortunate or unfortunate tendencies which may be attributed to your athletic experience?

Fortunate tendencies, 24. Unfortunate tendencies, 3. No effect, 16. Noncommittal, 5.

Comments:

"My tendency to ride over people and to condemn all lack of get-up without fair consideration of all sides. The goal looms too large, conditions along the way too little."

"It demonstrated that the battle was not always to the strong."

"Most men like games. I have much in common with these men. One gets to know them quickly. One does business with them and for them." (This man, I think, played professional baseball for a time after his graduation. His professional experience is, of course, partly responsible for the effect that he mentions.)

"I learned how to hang on to a proposition and hammer at it until I made good." (I am not responsible for the mixed metaphor.)

"I give the other fellow a chance to take advantage and abuse it before I treat him as he should be treated, as suspicious."

"I am a lawyer and am always inclined to be absolutely fair and open in a legal fight, waiving immaterial objections, but strenuously insisting upon my opinion as to the merits of the case on the real issue involved."

"A tendency to go hard after things."

"Caused me to abhor dishonesty."

"I have a detail eye and a great deal of endurance and capacity for handling the worries and trials of a business career."

VIII. Have you other suggestions, drawn from your own experience or from that of other 'I' men whom you know, bearing upon the general subject?

"Do away with so much of specialized intercollegiate athletics. Bring all students into play. If you have intercollegiate matches, emphasize the sport, not the play."

"Multiply the number of playing fields, foster as many intramural games as possible, expose the superstition about the efficacy and morality of rooters helping to win games, and enforce your eligibility rules (especially concerning scholarship) in spirit as well as letter."

"Indoor basket ball, judging from the high rate of deaths from consumption within a few years after performing, is decidedly questionable."

"My son must know that his participation in athletics is a relatively unimportant matter."

"Let your baseball men play summer baseball."

"Some faculty men discriminate against students active in athletics."

"In recent years teams have been allowed to take defeat too easily."

"The average athlete takes his play too seriously."

"Some limit should be placed on the number of athletic activities of a student."

"Play the game for your satisfaction and the glory of the school."

"A period of hectic athletic activity followed by abstinence from exercise and sedentary habits is worse than no athletic experience at all. This is the typical university case at present. We need a greater variety of games, some of which can be carried on in middle life and old age."

"Indiana, like other schools, has sacrificed the time of particular men to the athletic god. Here's the suggestion: An athlete *must* keep up his class standing or turn in his suit. An athlete can take part in athletics during two terms only of a school year."

"Fraternity and non-fraternity strife should be eliminated from athletics."

"The student who takes part in athletics is not required to keep up his work as he should."

"Not enough play 'just for fun.'"

"Make gym work compulsory. The present tendency is to develop a few men and neglect the others."

"There should be college credits given for work in outdoor athletic contests; we will yet adopt the Greek idea of athletics as a part of an educational system."

"Any form of athletics that depends more on the individual than on the team work is more beneficial to the individual himself."

"Football men should not be compelled to carry full work in the Fall term, but they should actually do their work. Training rules should be more rigorously enforced."

"Football and track athletics are dangerous. There is too much strain on the vital parts of the participants."

I now turn to the second division of my report, the explanation of my own theories, based chiefly on an attempt to sift the evidence for the general truths contained therein. Prior to that consideration, however, I wish to make one or two statements of the result of my personal observation of athletes and contact with them; also, an explanation of my activity or inactivity in college athletics.

I feel that it may have been the intention in this investigation to enlist the services of only those men who had been actual participants in intercollegiate athletics during their undergraduate residence. I am not an athlete. Although I have been a student of intercollegiate

sports for the past decade and an habitual spectator at all games of whatever kind, my lack of agility and frailty of physique have precluded the possibility of my active participation in any form of violent exercise. Perhaps I am slightly deficient in the practical knowledge alluded to.

This lack, however, has been partially overbalanced, I think, by the fact that during my student life I had as roommates at various times three Varsity captains, one in football and two in basket ball. During my residence with these fellows I observed that they were under a constant nervous strain during the playing season, and this nervousness extended in one case at least into the period following the actual activity. The effect on the scholarship of one man was good; on one bad; in the case of the third, conditions which had nothing to do with athletics were such that no reasonable judgment could be formed as to the effect.

During my association with one of the Varsity captains, a startling story was revealed to me by him. This story concerned another athlete who acquired a considerable reputation in football and basket ball. My roommate informed me that he knew positively that this man had cultivated the habit of eating a small quantity of strychnia before each contest! Because of the delicacy of the question, I have never been able to acquire further information on this subject, but I am sure that the practice is not at all prevalent.

To return to the study of testimony, I shall endeavor to indicate the trend of the evidence on each question separately. Obviously, the evidence is such that I am forced into definite conclusions on some propositions, while on others I am convinced that the assertion of participants cannot be considered seriously.

First, as to the benefits derived by athletes during their college careers it is evident that the divergence of opinion is due in part to the indefiniteness of the question. A recalls one benefit, while B recalls another. It is highly probable that A and B each derived the benefit mentioned by the other. Immediate improvement of health, enjoyment of life, the formation of valuable friendships, the acquisition of greater self-confidence—these things may be taken as a common experience. The mental and intellectual value of participation is certainly open to question, judging from the testimony of men whose veracity and soundness of opinion I cannot doubt. I am lead to believe that the relationship between athletics and scholastic attainment is a variant. For men of studious habits and serious purpose, athletic activity seems to act as a stimulus to academic endeavor, provided the student has sufficient stamina to bear up under the strain, and is not actually kept at his training until there is not time left for the pursuance of his intellectual course. It appears that, except in those cases where students become thoroughly fatigued, there is a tendency for the zest of the gridiron game to be carried

over into the mental game—the intellectual faculties are sharpened, the power of concentration is strengthened. On the other hand, of course, if the student is a loafer, he does not resist the temptation to enroll in the classes of faculty members who are, by repute, lenient with athletes.

This leads me to the second question, of immediate detrimental features, the first and perhaps the greatest of which is that which I have just mentioned. Another detrimental feature cited is the tendency to professionalism and unfairness, which naturally had the bad effect of giving students the impression that dishonesty is being sanctioned by the authorities. I am pleased to note in this connection that no charges of dishonesty were made by the graduate of the last decade. Improper training and misguided advice as to diet evidently led to acute suffering for some athletes. There is a sentiment for the scientifically conducted training table. Two or three witnesses attempted to establish the contention that the great detrimental feature had to do with the audience rather than with the contestants, but this is a matter of conjecture which cannot easily be proved. The fostering of the bitterness of feeling between fraternity men and non-fraternity men is mentioned by several men, and is an accepted fact at Indiana University, I think; at least it was in past years.

Concerning the cultivation of the best qualities in sportsmanship, only a few find fault with this phase, and those few are almost unanimous in advancing the stock criticism of American athletics. The criticism is less applicable to college athletics than to high school contests, most assuredly. I am of the opinion that, with the possible exception of professional baseball in certain sections, intercollegiate contests are the least vulnerable of all American forms of sport in this respect. It is only the spectator who cannot appreciate the finer points of the game that shows the 'win at all events' spirit.

I am at a loss as to the point of view to take in regard to the fourth question. I shall not comment on it, for the figures speak for themselves. I do not see how the excellent health of the offspring of athletes can really prove anything concerning our present question. I am inclined to wonder with my correspondent who wished to know if I was seeking information for a treatise on applied eugenics.

Truly startling figures are obtained from the question concerning health in recent years. Not a single man admits poor health, while more than two-thirds characterize their health as excellent. Some scepticism about the value of a man's estimate of his own health (particularly the estimate given by a man who must at one time have taken pride in his physical perfection) is not out of order, yet the preponderance of evidence is so great that its significance cannot be denied.

Peculiarly enough, these same individuals, in reply to the sixth

question, are quick to point out physical evils resulting from participation in athletics. More than half of them agree that the effects of athletics on their subsequent health has been beneficial, yet several point out the danger. Apparently, the harm comes ultimately to the office man, the man of sedentary habits. His sudden change from the strenuous undergraduate life to the routine in a swivel-chair cannot but have its effect.

In business careers fortunate tendencies attributable to athletics are many, and apparently they vary widely as to kind. But this variation is apparent rather than real. The qualities which are drilled into a man on the gridiron, the track, or the diamond, are the qualities which develop and become valuable assets to the man of the world. Chief among these qualities are endurance, capacity for work, determination, understanding of men and sympathy for them, power of organization, abhorrence of dishonesty, and, conversely, love of fair play. These qualities are not cultivated in all, but they are cultivated in a sufficiently large proportion of men to make them significant in the present investigation. It is to be noted that only three men of the forty-eight have discovered any unfortunate tendencies, and the testimony of one of them is of but little value.

On the whole, I am convinced in my own mind that benefits derived from participation in intercollegiate athletics are, both ultimate and remote, in excess of the detrimental features. To be sure the weakling falls before the temptation and deterrent forces, but it is always so in all lines of activity—who can say that it should not be so?

I have made no effort to attain definiteness and precision in my report. I have consciously checked every impulse to partiality, every tendency to fixity of opinion. My duty, as I saw it, has been that of weighing, accepting, modifying, rejecting evidence; mine has not been the duty of final decision.

I wish to suggest in conclusion that I believe a more effective method of getting at the facts in this matter would be a system of gathering information not from the athletes themselves, but from their close personal friends, who would perhaps give a more unprejudiced, more candid opinion. The average man is not introspective, still less is he free from self-consciousness which prohibits absolute candor when he speak of himself.

ADDENDUM.

I discover that I have omitted mention of the study of grades of these men. My study of their grades is partly responsible for my conclusions which I have explained, concerning my opinion of the effect of athletic participation on scholastic attainment. Really, the grade records of the men investigated tell no story. There is a great inconsistency in the record. Men of better than average intelligence

have entered athletics and dropped perilously near the probation stage in scholarship; on the other hand, men who are not especially brilliant have apparently been spurred on until they have made unusual records in their purely collegiate work. Of the forty-eight men who answered questions, five are to my knowledge, members of the Phi Beta Kappa Society.

HIGHER EDUCATION AND OUR ORIENTAL PROBLEM

The Responsibility of Colleges and Universities in Regard to America's Problem

SIDNEY L. GULICK, D.D.

Lecturer at the Imperial University, Kyoto, Japan

The awakening of Asia starts new problems for America. The rapid changes now taking place in China are pregnant with meaning, not only for all Asia, but for all mankind. The battles of Mukden and the Japan Sea announced to every capital in Christendom that a new era in the relations of the East and the West had begun. One month after the signing of the Treaty of Peace between Japan and Russia, China abolished her system of classical education over two thousand years old. The scholars of China then, for the first time, began their serious study of western civilization, with a view to the adaptation of China to the new world-situation.

Japan for two hundred and fifty years feared the white man and his religion. To save herself from the *white peril* she closed her doors and carried out with rigor the policy of exclusion. Then, in the middle of the last century, she suddenly found herself hopelessly belated and at the mercy of the powerful aggressive white man. After two decades of inner turmoil and finally of revolution over the problem of how to deal with him, she made that momentous decision to learn from him; in a word, to master the sources of his power in order to maintain the independence of her land, the perpetuity of her imperial line and the sovereignty of her government in her own land. For forty years she has followed this new policy, with results which are producing a new epoch in the relations of the race.

China, at length frightened by the aggressions of the white man who forced upon her the opium curse and seized port after port and many a province, first tried to drive him out. That was the Boxer uprising, in 1900. But she was too late. Then came the Russo-Japanese war. It brought, not only safety to Japan, but light to China. The magic word had been spoken and all Asia heard. Not