

Baker, William J. and Rog, James A., Eds., *Sports and the Humanities: A Symposium*. Orono, Maine: University of Maine at Orono Press, 1983. pp. 126. Notes on Contributors.

William J. Baker and James A. Rog have edited this volume of papers which were presented at a symposium entitled "Sports and the Humanities" held at the University of Maine in the fall of 1982. The speakers and the titles of their papers are as follows: Frank B. Ryan, "Sports and the Humanities: Friends or Foes?"; Peter H. Wood, "Sports and American Values"; Bruce Kidd, "Skating Away From the Fight: Canadian Sport, Culture and Personal Responsibility"; Joan Chandler, "Televised Sport: An Apologia"; John Hanna, "Some Comments on Sports Commentators"; Robert J. Higgs, "Sports and the Humanities: The State of the Union"; Betty Spears, "Sport Studies in the Schools: Some Specific Proposals"; Mark Harris, "Our Sporting President: The Play-by-Play Announcer from Iowa Makes Good."

Six of the papers have notes or references; the ones by Wood and Harris do not. Less than one page is devoted to agonizingly brief notes on the contribu-

tors which gave only their current positions. Much more data about their experience and publications would have been extremely useful as background for reviewing their writings.

Much of the content of the papers focuses on the problems of big-time football and basketball in our universities. Some one should have pointed out that there are hundreds of other institutions who provide desirable athletic programs in an educational context. Higgs does mention one of these, M.I.T. Even at the big-time schools some of the other sports such as soccer, fencing, lacrosse, and others are conducted on an amateur basis. Ryan speaks of the "break-the-record" syndrome as one form of reinforcement that produces positive benefits for competitors beyond just trying to win the game (page 20). Another aspect of this, which he omits, is the mania to be No. 1 in the national ratings. He does not elaborate on the vicious negative effects which this pressure generates on coaches, players, and institutions and which underlies many of the current problems. Incidentally, Ryan's university, Yale, along with Harvard and Princeton of the Big Three, have never considered the practice or the study of physical education and sport to be worthy of academic credit or grades, they have never offered a major program for physical education teachers and coaches, and they have never granted faculty status to coaches and physical education teachers, with possibly two or three exceptions.

Although Spears' story about the three elderly ladies from Maine is priceless, the article by Higgs is this reviewer's favorite. He demonstrates his qualifications to teach English, as he displays a most welcome sense of humor, Southern style. Higgs very properly puts the finger on faculty, administrators, and coaches as the ones who are best qualified to ask hard questions about the intercollegiate athletic program. It is depressing to see how so many faculty members are swept away on the tide of athletic emotionalism and uncritically accept everything connected with developing a championship team. Most athletic committees do little more than rubber stamp the policies of the athletic department.

John Hanna's lavish praise of the *New York Times* as "unmatched for sheer comprehensiveness" and "as a unique chronicle and repository of events" (page 75) reveals a Northeastern parochialism. The *New York Times* is an excellent source and has a long history of publication, but it has serious competition today from other newspapers such as the *Los Angeles Times*, the *Washington Post*, and the *Chicago Tribune*. This reviewer also feels that his criticism of *Sports Illustrated* is too harsh. In Hanna's opinion, the only redeeming feature is the writing of John Underwood in exposing violence in football and the mistreatment of student athletes. Hanna could have listed many other articles which have taken a critical view of sports, such as Frank Deford's three-part series. "Religion in Sport," in 1976; Bill Gilbert and Nancy Williamson's three-part article on "Sport is Unfair to Women" in 1973; a number of fine articles on the travails of the black athlete; and several articles on the college transcript and admission scandals.

Betty Spears falls into the common sport historian trap of recognizing only John Allen Krout and Foster Rhea Dulles as pioneer sport historians before World War II. A look at the bibliography of her recent history book with Richard Swanson shows that she knows better. Why ignore books by Clarence Rainwater on the play movement in 1922, by Herbert Manchester on sport in 1931, and by Robert Weaver in 1939 which was written specifically for high school students in the Laboratory Schools at the University of Chicago? And, once again, it is my sad duty to report that *The Negro in Sports* by Edwin B. Henderson has been slighted by a sister historian. Finally, if Fred Leonard and Emmett A. Rice had thought to call their books a "history of sport" instead of a "history of physical education," they too would have received due credit for their early efforts. Spears calls upon colleagues in philosophy, psychology, and sociology for assistance in establishing sport in the secondary school curriculum. My general reaction is that their suggestions are from the ivory tower and more appropriate for the college student than for the high school pupil.

As a long-time lover of ice hockey, this reviewer was greatly interested in Bruce Kidd's discussion of hockey in Canada. Kidd emphasizes the concept of hockey as a masculine game although he neglects to mention the fact that women in Ontario universities have played intercollegiate hockey since the 1920s. He justifiably applauds Wayne Gretzky for skating away from a fight last year in the playoffs, but even greater praise should go to the player from the Los Angeles Kings who refused his coach's order to go out on the ice to start a fight. His reward was immediate demotion to a farm club.

The purpose of this symposium was "to examine the relationship of sports to human values in North America, and to encourage the use of sport themes in the high school curriculum." (page 11) The content of the papers is thus actually more relevant for the sport sociologist than for the sport historian. Only the papers by Spears and Harris are germane to the interests of the sport historian; references to history in the other articles are incidental, fragmentary, and even erroneous. Ryan, for example, credits Doubleday with establishing the pitching distance of 60'6". Higgs reported that Cumberland University lost a football game to Georgia Tech by a score of 232 to 0. This is slightly exaggerated as the score was 222 to 0 and in a game mercifully reduced to 45 minutes by mutual agreement. This reviewer has offered his professional comments on the paper by Spears; his strong personal sentiments concerning President Reagan make it impossible and indiscreet for him to discuss Mark Harris' paper in this review.

Ohio State University

Bruce L. Bennett