

# Yeomen drop two in a row to Mac and Guelph

by Dave Crocker



by Howard Tewesley

The basketball Yeomen had a busy but rather unsuccessful week, as they were defeated in Hamilton, by McMaster, and at home by Guelph.

In the away contest, McMaster showed too much poise, precision, and hustle for the smaller Yeomen. The Mauraders jumped off to an early 10 point lead that York whittled back to only four.

But the Mac defense stopped the York sharpshooters cold, and they built up a 50-32 half-time lead.

McMaster continued to press York at the start of the second half, and added ten points to their total before York could reply.

York's play became disorganized, and the Yeomen seemed to lose control of the ball too much. Both Gus Falcioni and Chuck Gordon faulted out early, to make York's uphill battle that

much harder.

At the final buzzer, McMaster walked off with a margin of 107-67.

Brook Pearson was the high scorer of the game with 24 points, and his outside shots highlighted play throughout the game. Falcioni and Dave Cairns both ran up 12 points.

In their second game, York took on Guelph before a most meagre crowd. The defences of both teams dominated the early part of the game, and it took seven minutes of play for York to build up a slim 8-3 lead.

The lead seesawed back and forth until Guelph came out ahead at the half, 27-25.

Once again, York showed an inability to handle a pressing defence in the second half of this game, allowing Guelph to build up a 58-48 margin at the ten minute mark of the half. And then the York threat wore out, as

Guelph romped ahead to a 72-58 win over us.

Leigh Hammond, Guelph's fine guard and the game's outstanding player, scored 25 points. Chuck Gordon led York shooters with 13 points, followed by Gord Burns with 12.

In assessing York's play during the week, several factors come to mind. Their offence looked most impressive when they operated with a minimum of dribbling. But the team dribbles too much. And when you dribble too much, you are bound to give the ball away.

Whenever the opposition presses the Yeomen, they build up a lead. Both McMaster and Guelph used the press to this end.

York just doesn't seem to be able to cope with the teams they have faced so far and the pressure won't get any lighter as the year progresses. But when will York show itself worthy of these big-team opponents?

## B-BALL SCORE SHEET

Player	G	F.S.	Pt.
BURNS	23	14	60
PEARSON	24	5	53
GORDON	12	23	47
DUBINSKY	12	14	38
FALCIONI	8	10	26
CAIRNS	9	7	25
MAYDO	10	4	24
DEMPSTER	5	7	17
SHERWOOD	6	3	15
PATERSON	1	0	2
ANDERSON	0	2	2
SCOTT	0	1	1
<b>TOTAL</b>	<b>110</b>	<b>90</b>	<b>310</b>

STAFF MEETING THURSDAY 5 p.m. EDITOR'S MEETING ON WEDNESDAY 5 p.m. IMPORTANT

# The American attitude toward football Is it a cover-up?

by Dr. William Pearson Tolley, President, Syracuse University

*NOTE: The following comments on football as a discipline were made to the 1968 annual meeting of the American Football Coaches Association by Dr. William Pearson Tolley, President, Syracuse University. His remarks are reproduced here through the courtesy of the American Football Coaches Association. They will be of interest to everyone involved in the athletic programs of education institutions.*

The debate of the place of major sports on campus has been raging for years. The critics say that there is a basic conflict between academic excellence and excellence in athletics; that scholarly effort cannot flourish where there is a serious interest in football. This is non-sense.

That argument cannot be taken seriously by anyone with a first-hand knowledge of youth.

To see football and other sports in better perspective, I should like to raise some different questions. What is the place of discipline in American education? How important is performance as distinguished from potential? What is the relationship of the individual to the larger units of society? And do sports contribute to the search for courage, endurance, honesty and self-respect?

Let us turn to the first question. What is the place of discipline in American education? We are free men. We are committed to freedom of speech, freedom of the press, freedom of religion, and freedom of the mind. Is there a place for discipline? The answer is to be found in the science laboratory where to understand a universe under law requires hard work, patience and accuracy. It is only the disciplined mind that is equipped to observe, analyze, reflect and put back together again. The life of the scientist is the life of strict discipline. Only by long and arduous training does anyone contribute to the advancement of science.

Again on the playing field there is no instant knowledge, no immediate leadership and influence, no short cuts to success and power. Skill comes only after endless hours of running, push

ups, drill and practice. Poise comes with experience. Experience is gained at the expense of mistakes. Self-control is the product of effort. Leadership is earned, not given.

Our second question is, How important is performance as distinguished from potential? For the moment, American society is preoccupied with the problem of undeveloped potential. This is the great problem of both our

of work, the refusal to quit, these are the qualities we could look for.

Only performance counts in the classroom. Only performance counts on the playing field. Only performance counts in life after graduation. This is the lesson we must all learn. The earlier it is learned, the better it will be for the learner.

My third question is, What is the relationship of the individual

no questions, voices but no ears. They know more than their teachers, more than the administrators and much more than the trustees.

Fortunately they are brought back to earth on the playing field if nowhere else. Discipline and the place of performance can be learned in the classroom quite as on the playing field. Nothing, however, teaches the importance of teamwork like athletics. The

for courage, endurance, honesty and self-respect?

Here again the science laboratory could be cited — for accuracy, truthfulness, and honesty are requirements without excuse or exception. But the playing field teaches courage, endurance and self-respect.

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I would be the first to admit that we put too high a premium on winning. The British ask, "Did you have a good game?" We ask, "Did you win?" In America when the season ends, nothing is important but the record of victories and defeats.

I would agree that some of the values in the world of sport are out of balance. But it is not the coaches who have distorted values, it is the alumni and the fans. There isn't a coach here who wouldn't welcome increased attention to good sportsmanship and less attention to the final score. But when the failure to win means the loss of your job, someone is kidding you if he says victory is not important.

Even so it is not so important that the end justifies any means. Long after boys have graduated they will remember if their coaches resorted to cheating to win. Boys learn only the kind of sportsmanship they see exemplified. They are never fooled.

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Among the coaches I have been privileged to know, however, the standards are what they should be and one reaches out for the highest values in a shared experience. The contribution to the building of character is enormous. The lessons of obedience, of loyalty, of courage — all three are learned, as well as the value of a total response. To do what you thought couldn't be done, to give that last extra effort that makes so great a difference, to endure without whining or complaint, to practice until perfect, to make the key block that lets your teammate score — these are experiences I wish everyone could have.

There should be no doubt how the questions I have raised are answers that justify the investment of your life in coaching. They make the struggle worthwhile.



William Folos

schools and our colleges. Nature is lavish in its distribution of talents — but poor schools leave talents undeveloped and students seriously disadvantaged.

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What counts most in life is motivation. This is what makes the difference both in the classroom and on the playing field. Desire, competitive spirit, a willingness to pay the price, habits

to the larger units of society? In dealing with the current generation of students, one cannot help but be impressed by the extent to which they are wrapped up in themselves. Perhaps this has always been true. One has to go back a long way in time, however, to find such a high percentage of egocentric student leaders. What they regard as important appears to be all that counts. They have answers but

subordination of the individual to the team is an experience I wish all students could have. The boy who obeys instructions, who listens and learns, who gives his best effort in any position to which he is assigned and who hangs in there every day and every week regardless of how much he plays on Saturday, this is the boy who finds out what life is all about. And finally, Do sports contribute to the search