

THE GEOGRAPHY OF INDIANA INTERSCHOLASTIC  
AND INTERCOLLEGIATE BASKETBALL

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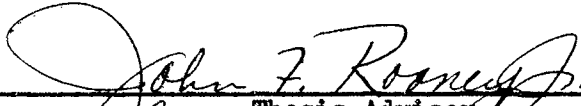
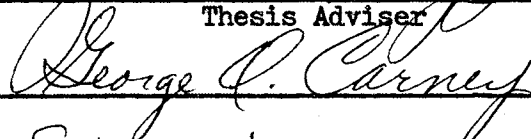



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## PREFACE

This study is basically a descriptive analysis of basketball and how it relates to Indiana. Although some conclusions will be reached, the major emphasis will be to present and to describe the relationship between the game and the state.

Several geographical concepts were used throughout this study; such as, origin, diffusion, spatial distribution, spatial interaction, spatial organization, and regionalization. Personal experience and analysis was also an important ingredient. This personal involvement by the author includes participation as an athlete in both inter-scholastic and intercollegiate sport within Indiana, as well as teaching on both levels over a fourteen year period. For eight years the author has been the District #21 (Indiana) Eligibility Chairman for the National Association of Intercollegiate Athletics (NAIA), and has been a member of the National Eligibility Committee of this organization for the last four of these years.

The author wishes to express appreciation to his major adviser, Dr. John F. Rooney, Jr., for his guidance and assistance throughout this study. Appreciation is also expressed to the other committee members, Dr. Stephen Tweedie, Dr. George O. Carney, and Dr. Thomas A. Karman, for their invaluable assistance in the preparation of the final manuscript.

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A special recognition of gratitude and thanks is expressed to my wife, Janet, for her partnership, understanding, encouragement, assistance, and many sacrifices throughout this study. Thanks is also given to my three year old son, Eric, for his trying to understand what dad was doing with most of his time.

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## CHAPTER I

### INTRODUCTION

#### I. Purpose

#### HOOSIER HYSTERIA<sup>1</sup>

They're packed to the ceiling,  
They're rocking and reeling,  
They're quite running over with cheers,  
They're screaming for baskets  
They're blowing their gaskets,  
and stripping their vocals of gears!

They're basketball crazy,  
They're a little bit hazy  
On Latin and English and Speech,  
They're up on the rule books,  
They're down on their school books  
They hammer each other and screech!

They're goofy a bit, but don't mind it  
They're happy, as ever you'll find it,  
In the Ides of March they're the worst,  
But from mid October  
They're only half sober,  
With basketball ardor they burst!

'Tis the Hoosier Hysteria some name it,  
And not many Hoosiers disclaim it,  
All units are storming the gates,  
This "hoop infiltration"  
Has taken the Nation,  
We're fifty hysterical states!

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<sup>1</sup>William C. Ringenber, Taylor University: The First 125 Years  
(Grand Rapids, Michigan, 1973), p. 162.

Hoosier Hysteria is not just a phrase which has developed over the years in the state of Indiana. Rather, it is a basketball frenzy which sets in at the beginning of each season, and reaches its peak with the crowning of another State High School Champion.<sup>2</sup>

Basketball in Indiana is an obsession. There just isn't anything quite like it. "Word descriptions have been attempted by some of the best in the business, but until you have been personally involved as a participant, you wouldn't believe it anyway."<sup>3</sup>

Speaking at the Annual Invitational Dinner of the Physical Education Department of the Y.M.C.A. at Indianapolis, Indiana, March 27, 1936, Dr. James Naismith, known as the 'father of basketball,' told his listeners that 'basketball really had its beginning in Indiana, which remains today in the center of the sport.'<sup>4</sup>

This thought and emotion describes not only the spectator at a high school or college basketball game, but the "arm chair coach" as well. This pattern is usually based upon little empirical data, and in most cases is greatly exaggerated.

The purpose of this study is to examine the historical geographic development of Indiana basketball. Geographical concepts will be used to evaluate and to analyze the strength, emphasis, and influence of Indiana basketball in relationship to the nation, both historically and at the present time. The evaluation of basketball within the state will also be presented and discussed. This will be done by using less emotional techniques; thereby, attempting to be more objective in the evaluation process. The origin and diffusion of the game will be

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<sup>2</sup>Herb Schwemeyer, Hoosier Hysteria: A History of Indiana High School Basketball (Greenfield, Indiana, 1970), p. 1.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 16.

briefly discussed. Its spatial organization and regionalization will also be examined as will the spatial interaction which it has stimulated.

Thus this study is basically a descriptive analysis of basketball and how it relates to Indiana. Although some conclusions will be reached, the major emphasis will be to present and to describe the relationship between the game and the state.

## II. Review of the Literature

"Geographers as a research group have largely ignored or given trivial treatment to the spatial and environmental aspects of sport. By comparison, other social scientists have been reasonably active."<sup>5</sup> For the most part, the geographer must then rely upon the other disciplines for most of his primary information concerning sport. Other than those directly involved in physical education and/or athletics, the sports sociologists have produced the most abundant amount of information concerning this subject. History, philosophy, anthropology, economics, and psychology are all disciplines that have contributed to the general study of sport.

There has been one important exception in relationship to geography. The manuscript written by John F. Rooney, From Cabin Creek to Anaheim: A Geography of American Sport, has become the basic text for the future of this field.<sup>6</sup> In this work, he presents the basic

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<sup>5</sup>John F. Rooney, From Cabin Creek to Anaheim: A Geography of American Sport (Unpublished manuscript, Oklahoma State University, Stillwater, Oklahoma, 1973), p. 2.

<sup>6</sup>Ibid.

geographical concepts that would best apply to the subject of sport, He also presents several interesting examples of sport geography, and poses problems that should be dealt with in the future. This manuscript was a major source in the preparation of this study.

There were four other sources that were continually used throughout this study. The most important was, Hoosier Hysteria: A History of Indiana High School Basketball, by Herb Schwomeyer.<sup>7</sup> Schwomeyer, the Dean of Men at Butler University, has coached on the high school and college levels, has been keenly interested in Indiana basketball throughout his career, and has written the most complete history of Indiana basketball. "Everything was cross-checked five or six times with IHSAA [Indiana High School Athletic Association] records and foot after foot of microfilm. He didn't accept anything from memory and uncovered several discrepancies."<sup>8</sup> One of the important assets of this book is the bibliography, specifically the references dealing with high school yearbooks.

Another important source was the Indiana High School Basketball Record Book edited by V. L. Rensberger and published by the Indianapolis News.<sup>9</sup> Along with Schwomeyer's book, these two sources provided most of the Indiana high school statistics used in the study. Both sources proved invaluable.

For the last fifty-two years, the Converse Rubber Company has

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<sup>7</sup>Schwomeyer, p. 1.

<sup>8</sup>Ibid., p. 111.

<sup>9</sup>V. L. Rensberger, ed., Indiana High School Basketball Record Book, 1973 (Indianapolis, Indiana, 1973).

published annually a basketball yearbook dealing with all aspects of the game; e.g., high school basketball, collegiate basketball, history, All-Americans, techniques, Hall of Fame, conferences, professional basketball, and statistics. This yearly source of information is important for any type of study concerning basketball. These books were edited by Wallace R. Lord, and the one most used was the fiftieth edition, 1971 Converse Basketball Yearbook.<sup>10</sup>

The Marion, Indiana, Chronicle-Tribune was used on several occasions. Not only were current data collected, but also historical information was obtained from this source. These last four sources, along with Rooney's manuscript, proved to be the most important pieces of information for this study.

Several reference books were considered throughout the research period. Two of them were geographical dictionaries; Webster's New Geographical Dictionary<sup>11</sup> and A Dictionary of Basic Geography.<sup>12</sup> Four were encyclopedias, two of which dealt with sport in general written by Menke<sup>13</sup> and Pratt.<sup>14</sup> The other two were specifically concerned with the Sport of basketball; The Modern Encyclopedia of Basketball, edited

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<sup>10</sup> Wallace R. Lord, ed., 1971 Converse Basketball Yearbook (Malden, Massachusetts, 1971). The 1968, 1969, and 1970 Yearbooks were also frequently used in this study.

<sup>11</sup> Webster's New Geographical Dictionary (Springfield, Massachusetts, 1972).

<sup>12</sup> Allen A. Schmieder, Paul F. Griffin, Ronald L. Chatham, and Salvatore J. Natoli, A Dictionary of Basic Geography (Boston, 1970).

<sup>13</sup> Frank Grant Menke, The Encyclopedia of Sports (South Brunswick, New Jersey, 1969).

<sup>14</sup> John Lowell Pratt, The Official Encyclopedia of Sports (New York, 1964).

by Hollander,<sup>15</sup> and the Ronald Encyclopedia of Basketball, edited by Mokray.<sup>16</sup>

On the collegiate level there were two reference books continually employed in relationship to information concerning the nation's individual colleges and universities. They were The Blue Book of College Athletics for 1969-1970<sup>17</sup> and The 1969-1970 National Directory of College Athletics.<sup>18</sup> These two sources were used in collecting the national sample of collegiate institutions that provided the statistical information concerning basketball player production. Another statistical source was Collegiate Basketball, Facts and Figures on the Cage Sport by Caudle.<sup>19</sup>

The Handbook of the Indiana High School Athletic Association was also consulted.<sup>20</sup> This handbook has been published annually for seventy years; 1903-1973. The two most useful were those issued in 1957 and 1973-74. Two other references related to this association were also used: the Constitution: Rules and By-laws,<sup>21</sup> and the

<sup>15</sup>Zander Hollander, ed., The Modern Encyclopedia of Basketball (New York, 1969).

<sup>16</sup>William George Mokray, ed., Ronald Encyclopedia of Basketball (New York, 1963).

<sup>17</sup>The Blue Book of College Athletics for 1969-1970 (Cleveland, Ohio, 1970).

<sup>18</sup>Ray Franks, ed., The 1969-1970 National Directory of College Athletics (Cleveland, Ohio, 1970).

<sup>19</sup>Edwin C. Caudle, Collegiate Basketball, Facts and Figures on the Cage Sport (Winston-Salem, 1960).

<sup>20</sup>Indiana High School Athletic Association Handbook, 1973-74 and 1957 (Indianapolis, Indiana, 1957 and 1973).

<sup>21</sup>Indiana High School Athletic Association Constitution: Rules and By-laws (Indianapolis, Indiana, 1973).

quarterly Bulletin.<sup>22</sup>

Three sources by Rooney were used to gain a better understanding of the general field of sports geography, two of which were published in periodicals concerning football,<sup>23</sup> and a third which was a presented paper entitled "A Geography of Basketball."<sup>24</sup> Another excellent bibliographic source concerning basketball was a book written by Healey, High School Basketball: Coaching, Managing, Administering.<sup>25</sup>

One of the most important sources of information on which this study was based was the many hundreds of basketball team rosters collected by Rooney. Under his supervision this information was coded, key punched, and analyzed. The data -- which were summarized by county, SMSA, and state -- were extremely useful, especially in dealing with several of the geographical concepts used in the research aspect of the study.

Many sources could be consulted concerning sport in America, but they are too numerous to mention in this study, except as they relate to the sport of basketball. The bibliographic information presented by Rooney in his manuscript, From Cabin Creek to Anaheim: A Geography

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<sup>22</sup>Indiana High School Athletic Association Bulletin (Indianapolis, Indiana, January, 1974).

<sup>23</sup>John F. Rooney, Jr., "A Geographical Analysis of Football Player Production in Oklahoma and Texas," Oklahoma Academy of Science Proceedings, Vol. 50 (1970); and, "Up From the Mines and Out From the Prairies: Some Geographical Implications of Football in the United States," The Geographical Review, Vol. LIX, No. 4 (New York, 1969).

<sup>24</sup>John F. Rooney, Jr., "A Geography of Basketball," (Unpublished paper presented at the Rocky Mountain Social Science Meeting, Fort Collins, Colorado, May, 1971).

<sup>25</sup>William Albert Healey, High School Basketball: Coaching, Managing, Administering (Danville, Illinois, 1962).



of American Sport, is one of the best places to begin in the search for this type of information.<sup>26</sup>

It should be understood that the sources discussed so far have been used throughout this study. Only those references used within specific areas will be discussed from this point. From the author's perspective, it would be best to present this information by subject as it relates to the individual chapters.

Chapter II is concerned with the geographical concepts of origin, diffusion, and historical development. These concepts are basic to geographers, and three of the great scholars dealing with origin and diffusion are Sauer,<sup>27</sup> Hagerstrand,<sup>28</sup> and Gould.<sup>29</sup> In the area of historical geography, the individuals who have had the most influence in America are Semple,<sup>30</sup> Brown,<sup>31</sup> and again, Sauer. The best sources concerned with the development of historical geography in the United

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<sup>26</sup>Rooney, From Cabin Creek to Anaheim: A Geography of American Sport.

<sup>27</sup>Carl O. Sauer, Agricultural Origins and Dispersals: The Domestication of Animals and Foodstuffs (Cambridge, 1969).

<sup>28</sup>T. Hagerstrand, Innovation Diffusion as a Spatial Process (Chicago, 1968).

<sup>29</sup>Peter Gould, Spatial Diffusion (Washington D. C., 1969).

<sup>30</sup>Ellen Churchill Semple, American History and Its Geographic Conditions (New York, 1948).

<sup>31</sup>Ralph H. Brown, Historical Geography of the United States, ed. J. R. Whitaker (New York, 1948).

States are presented by Jakle,<sup>32</sup> Meinig,<sup>33</sup> and Merrens.<sup>34</sup> The book by James and Jones, American Geography: Inventory and Prospect,<sup>35</sup> is also an excellent source dealing with several aspects of modern geography.

An excellent account of a sport similar to basketball -- i.e., court ball -- was written by Goellner<sup>36</sup> concerning the Mayas of ancient Mexico; this subject was also presented by Mokray in the 1971 Converse Basketball Yearbook.<sup>37</sup> Although this information proved interesting, most of the research dealt with modern day basketball and its development.

In most cases, the best source of information comes from the individual who is or was most directly involved with the subject, Naismith, inventor of the game. He has written extensively about his experiences, with his most important work being Basketball: Its Origin

<sup>32</sup>John A. Jakle, "Time, Space, and the Geographic Past: A Prospective for Historical Geography," The American Historical Review, Vol. 76, No. (October, 1971), pp. 1084-1103.

<sup>33</sup>Donald W. Meinig, The Great Colombian Plain: A Historical Geography, 1805-1910 (Seattle, 1968).

<sup>34</sup>Roy H. Merrens, "Historical Geography and Early American History," William and Mary Quarterly, Vol. 53 (October, 1965), pp. 529-548.

<sup>35</sup>P. E. James and C. F. Jones, eds., American Geography: Inventory and Prospect (Syracuse, New York, 1954), pp. 70-105.

<sup>36</sup>William A. Goellner, "The Court Ball Game of the Aboriginal Mayas," Research Quarterly, Vol. XXIV (1953), pp. 147-168. There is also an excellent bibliography concerning this subject presented in the article.

<sup>37</sup>Bill Mokray, "Through the Hoop 2,000 Years Ago," 1971 Converse Basketball Yearbook (Malden, Massachusetts, 1971), p. 24.

and Development.<sup>38</sup> His wife has also written about the early development of this sport as well as one of the first basketball players.<sup>39</sup> A short history was also presented in the 1971 Converse Basketball Yearbook.<sup>40</sup> The Basketball Hall of Fame presents this subject in relationship to the development of the hall.<sup>41</sup>

Several good sources are available dealing with the impact of sport in American life. Although most of these are concerned with the sociology of sport and will not be dealt with extensively in this study, three references relating to the historical development, written by Eyler,<sup>42</sup> Holland,<sup>43</sup> and Terrell,<sup>44</sup> should be mentioned.

Basketball spread throughout the world very rapidly. A yearly summation of the international basketball scene is presented by the Converse yearbooks. An interesting overview of this topic was given

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<sup>38</sup>James Naismith, Basketball: Its Origin and Development (New York, 1941). Other interesting works by Naismith are: Rules for Basket Ball (Springfield, Massachusetts, 1892); and, "Basketball -- A Game the World Plays" The Rotarian (January, 1939).

<sup>39</sup>Grace Naismith, "Father Basketball," Sports Illustrated (January 31, 1955), pp. 64-65. A small article was also written about Raymond P. Kaighn, one of the original players in Springfield: "Events & Discoveries: Survivor's Story," Sports Illustrated (December 8, 1958), p. 22.

<sup>40</sup>Lord, 1971 Converse Basketball Yearbook, pp. 57-58.

<sup>41</sup>Necessity is the Mother of Invention, History of Naismith Basketball Hall of Fame (Springfield, Massachusetts, April 24, 1961).

<sup>42</sup>Marvin H. Eyler, "Origins of Contemporary Sports," Research Quarterly (December, 1961), pp. 480-489. He also presents an excellent bibliography concerning this subject.

<sup>43</sup>Gerald Holland, "The Golden Age Is Now," Sports Illustrated (August 16, 1954), pp. 46-94.

<sup>44</sup>Roy Terrell, "The American Game," Sports Illustrated (December 9, 1957), pp. 26-92.

by McGregor,<sup>45</sup> and Odle has written a book entitled, Basketball Around the World.<sup>46</sup>

As was noted above, Schwomeyer has contributed the most complete history of Indiana basketball. He also presented a comprehensive listing of the most important high school yearbooks that concern themselves with the history of high school basketball. Other sources were consulted, one of which was the Indianapolis Star.<sup>47</sup> The Marion, Indiana, Chronicle-Tribune has already been discussed.

History and development can also be obtained by Studying personalities, teams, particular games, and cities. Chapter IV will discuss the importance of the coach in the development and spread of basketball throughout the state. Several Indiana coaches have written about their experiences and have presented their views concerning good basketball. Some of these men are well known such as Wooden,<sup>48</sup> Odle,<sup>49</sup> McCracken,<sup>50</sup> McCreary,<sup>51</sup> and Sweet.<sup>52</sup>

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<sup>45</sup>Jim McGregor, "Basketball -- The World's Fastest Growing Game," Journal of Health, Physical Education, and Recreation (October, 1958), p. 47.

<sup>46</sup>Don J. Odle, Basketball Around the World (Berne, Indiana, 1961).

<sup>47</sup>Grady Franklin, "Hoosier Hoop Hysteria Started Here," Indianapolis Star Magazine (Indianapolis, Indiana, March 14, 1965); and, Ray Marquette, "In Indiana, Sport Is King," Indianapolis Star Magazine (Indianapolis, Indiana, 1966).

<sup>48</sup>John R. Wooden, They Call Me Coach (Waco, Texas, 1972).

<sup>49</sup>Don J. Odle, Basketball Basics (Berne, Indiana, 1970).

<sup>50</sup>Branch McCracken, Indiana Basketball (New York, 1955).

<sup>51</sup>Jay McCreary, Winning High School Basketball, ed. Bob Barnet (Englewood Cliffs, New Jersey, 1956).

<sup>52</sup>Virgil Sweet, Specifics of Basketball Fundamentals (Valparaiso, Indiana, 1966).

Other personalities who have contributed to Indiana basketball include the distinguished players. General references concerning great players from throughout the country have been compiled by Hirshberg,<sup>53</sup> Weyand,<sup>54</sup> and Padwe.<sup>55</sup> Other references dealing exclusively with famous "Hoosier" ball players were considered, including Robertson,<sup>56</sup> Dischinger,<sup>57</sup> Bonham,<sup>58</sup> and Mount.<sup>59</sup>

Included in Hirshberg's works are accounts of outstanding teams.<sup>60</sup> The state of Indiana has had its share of great teams from mighty Indiana, Purdue, and Notre Dame, to much smaller Evansville.<sup>61</sup> Particular games also seem to draw a lot of attention. Masin even

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<sup>53</sup>Albert Hirshberg, Basketball's Greatest Stars (New York, 1963).

<sup>54</sup>Alexander M. Weyand, The Cavalcade of Basketball (New York, 1960).

<sup>55</sup>Sandy Padwe, Basketball's Hall of Fame (Englewood Cliffs, New Jersey, 1970).

<sup>56</sup>Ira Berkow, Oscar Robertson: The Golden Year 1964 (Englewood Cliffs, New Jersey, 1971); and, Jeremiah Tax, "What Price Glory For Oscar?," Sports Illustrated (January 26, 1959), pp. 19-20.

<sup>57</sup>Ray Cave, "College Basketball: Ghost Along the Wabash," Sports Illustrated (January 23, 1961), p. 46.

<sup>58</sup>"Scorecard: Star In Sight," Sports Illustrated (April 27, 1964), p. 21.

<sup>59</sup>Frank Deford, "Basketball's Bright Star In Indiana," Sports Illustrated (February 14, 1966), pp. 28-35.

<sup>60</sup>Albert Hirshberg, Basketball's Greatest Teams (New York, 1965).

<sup>61</sup>Frank Deford, "Aces Are High in Evansville," Sports Illustrated (February 15, 1965), pp. 24-27; and, "Scorecard: Back Home In Indiana," Sports Illustrated (February 17, 1964), p. 7.

came up with what he called "The Greatest High School Game Ever Played!"<sup>62</sup> One very interesting ritual occurring annually is the Indiana Kentucky High School All-Star game.<sup>63</sup> This game has attracted much attention over the years, and many of the participants have gone on to better things in the collegiate and pro ranks. This rivalry between the two states even carries over into the collegiate battles.<sup>64</sup>

In Indiana, cities can even become immortalized because of basketball. These cities range from Indianapolis,<sup>65</sup> the largest city in the state, to a small town like Milan<sup>66</sup> which won the state basketball championship in 1954. Or it could be Muncie, considered by some to be the basketball capital of Indiana.<sup>67</sup>

Chapters III, IV, and V, deal with the geographical concepts of spatial distribution, interaction, and organization. These concepts are intensively discussed by Haggett in his Geography: A Modern Synthesis.<sup>68</sup> Spatial interaction and organization are also two of the

<sup>62</sup>Herman L. Masin, "The Greatest High School Game Ever Played!," Senior Scholastic (March 20, 1964), p. 30.

<sup>63</sup>Curry Kirkpatrick, "The War Between Two States," Sports Illustrated (June 27, 1966), pp. 30-35; and, "Togetherness Triumphs Twice," Sports Illustrated (July 4, 1966), pp. 60-63; also, Kim Chapin, "They're Still At It In Indiana," Sports Illustrated (June 26, 1967), pp. 30-31.

<sup>64</sup>Joe Jares, "Barnburner In The Old Barn," Sports Illustrated (December 21, 1970), pp. 24-25.

<sup>65</sup>Brock Yates, "A Hot Time in the Bold Town," Sports Illustrated (December 3, 1973), pp. 52-76.

<sup>66</sup>Edith Roberts, "Indiana's Town of Champions," Coronet (October, 1954), pp. 122-126.

<sup>67</sup>Charles W. White, "The Hoosier Madness," Sports Illustrated (December 19, 1955), pp. 23-46.

<sup>68</sup>P. Haggett, Geography: A Modern Synthesis (New York, 1972).

major themes presented by Abler, Adams, and Gould in Spatial Organization: The Geographer's View of the World.<sup>69</sup>

Other than the sources cited earlier, references that proved helpful concerning the spatial organization of basketball on the national level were the Official Handbook<sup>70</sup> of the National Association of Intercollegiate Athletics and the excellent work dealing with the history of higher education written by Brubacher and Rudy.<sup>71</sup> Also, an article describing the confusion surrounding the three national tournaments -- i. e., NAIA, NCAA, and NIT -- added a note of interest.<sup>72</sup>

Chapter VI deals with Regional Concepts. Both Hartshorne<sup>73</sup> and James<sup>74</sup> discuss this basic concept, and several other scholars -- e.g., Kostbade<sup>75</sup> and McDonald<sup>76</sup> -- are leading proponents of regionalism.

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<sup>69</sup> Ronald Abler, John S. Adams and Peter Gould, Spatial Organization: The Geographer's View of the World (Englewood Cliffs, New Jersey, 1971).

<sup>70</sup> The National Association of Intercollegiate Athletics Official Handbook (Kansas City, Missouri, September, 1971).

<sup>71</sup> John S. Brubacher and Willis Rudy, Higher Education In Transition: A History of American Colleges and Universities, 1636-1968 (New York, 1968).

<sup>72</sup> "Events & Discoveries: Annual Incomprehensibility," Sports Illustrated (March 21, 1955), p. 14.

<sup>73</sup> Richard Hartshorne, Perspective on the Nature of Geography (Chicago, 1959).

<sup>74</sup> Preston E. James and Clarence F. Jones, eds., American Geography: Inventory and Prospect (Syracuse, New York, 1954).

<sup>75</sup> Trenton Kostbade, "A Brief for Regional Geography," Journal of Geography, Vol. 64, No. 8 (November, 1965), pp. 362-366.

<sup>76</sup> James R. McDonald, A Geography of Regions (Dubuque, Iowa, 1972).

Another short presentation of the regional method is found in Man, Space, and Environment: Concepts in Contemporary Human Geography edited by English and Mayfield.<sup>77</sup> This concept is also used as a major emphasis in several introductory texts: Haggett,<sup>78</sup> Paterson,<sup>79</sup> and Wheeler, Kostbade, and Thoman.<sup>80</sup>

The variables used in Chapter VI came basically from the basketball statistics gathered by Rooney at Oklahoma State University. The social indicator information came from the County and City Data Book 1967, published by the Bureau of the Census.<sup>81</sup> The climatic data were taken from the introductory physical geography text by Strahler.<sup>82</sup>

In specific relationship to Indiana basketball, three references which deal with two social implications should be mentioned. The first, religion, is playing an important role in athletics today, and one religious organization that has contributed greatly to this is the Venture for Victory program. Don Odle, the founder, has written about the effects of this program upon Indiana.<sup>83</sup> The other, basketball

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<sup>77</sup>Paul Ward English and Robert C. Mayfield, Man, Space, and Environment: Concepts in Contemporary Human Geography (New York, 1972).

<sup>78</sup>Haggett, Geography: A Modern Synthesis.

<sup>79</sup>J. H. Paterson, North America: A Geography of Canada and the United States (New York, 1970).

<sup>80</sup>Jesse H. Wheeler, Trenton Kostbade and Richard S. Thoman, Regional Geography of the World (New York, 1969).

<sup>81</sup>U.S. Bureau of the Census, County and City Data Book 1967: A Statistical Abstract Supplement (Washington D.C., 1967).

<sup>82</sup>Arthur N. Strahler, Introduction to Physical Geography (New York, 1973).

<sup>83</sup>Don J. Odle, Venture for Victory (Berne, Indiana, 1954).



camps, have also become very popular in Indiana. Camping information can be obtained from the American Camping Association,<sup>84</sup> and a history of the leading basketball camp in Indiana can be found in the Indiana Basketball Camp Manual.<sup>85</sup>

Sport is an interrelated topic, and it would be a difficult task to gather and present all its many different facets adequately. The references cited in this chapter have dealt mainly with the geography of sport, or with the geographical concepts that lend themselves to this subject.

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<sup>84</sup>1973 National Directory of Accredited Camps (Martinsville, Indiana, 1973).

<sup>85</sup>Sheldon Bassett, ed., Indiana Basketball Camp Manual (Upland, Indiana, 1970).

## CHAPTER II

### ORIGIN, DEVELOPMENT, AND DIFFUSION

#### I. Introduction

Two essential ingredients of any type of descriptive analysis are the origin and historical development of the subject, for this helps both to place the study in its proper perspective and to establish the foundation upon which the diffusion process can build.

The spread of culture elements or complexes from one society or group to another is commonly referred to as diffusion. This spread can be caused by the movements of people, goods, and/or ideas and can be done by direct contact or by indirect transmission through a chain of intermediaries.

This chapter will be concerned with these topics in relationship to basketball. The origin, development, and diffusion of this sport will be presented for both the United States and the state of Indiana.

#### II. Origin, Development, and Diffusion

##### A. Early Origin and Development

Putting a ball through a hoop was not necessarily a practice started in Massachusetts in the latter 1800's. Even Naismith's superior stated to him prior to his developing the game, "there is nothing

new under the sun."<sup>1</sup> It is doubtful that he had Tlachtlī in mind when he made that statement, but this is a game in which the prime objective is to place a ball through a hoop.

Tlachtlī was somewhat like basketball, soccer, jai-lai, and volleyball combined and was played as early as the time of Christ by Mexican and Central-American Indians. It is still played even today in a modified form along the northwestern coast of Mexico in the states of Mayarīt and Sinaloa.<sup>2</sup>

The hoops for Tlachtlī were vertical and located on each side of an "I" shaped court, twenty-four feet above the ground. They were carved from stone, four feet in diameter and eleven inches thick. Amazingly, the hole in the hoop was eighteen inches in diameter, the same as today's basket. The size of the playing area was comparable to a present day football field.

The object of the game was to propel the solid rubber ball through the hoop, a most difficult feat since it was illegal to use the hands, feet or calves. However, the five-pound ball was usually kept in play by blows from elbows, knees and hips. For their own protection, the players wore elbow and knee pads of quilted cotton, plus heavy belts or yokes of leather or basketry that protected the player's waist.<sup>3</sup>

The number of players varied on different occasions, but usually there were nine to eleven on a side. When the real "pros" played, the teams were limited to only two or three players. The game was very strenuous, so much so that on some occasions there were players carried off the playing area dead from exhaustion.

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<sup>1</sup>Schwomeyer, p. 5.

<sup>2</sup>Mokray, "Through The Hoop 2,000 Years Ago," p. 24.

<sup>3</sup>Ibid.

There were a variety of ways to score, but when a basket was made, which was extremely hard to accomplish, the game ended in tremendous excitement and applause. "The star who made the deciding play thus was entitled to all the jewels and clothing of all who had watched the game. As a rule, a wild scramble followed, with a mass exodus of all spectators."<sup>4</sup>

It is interesting to learn the Columbus brought back a rubber ball upon his return from the island of Hispaniola. In 1519, Montezuma delighted the soldiers of Hernando Cortez with an exhibition of Tlachtli and the Spanish explorer staged several games for the court of Charles V, using Aztec players.<sup>5</sup>

Concentrating on the modern practice of putting the ball through the hoop, it was stated by Naismith that the "invention of the game of basketball was not an accident. It was developed to meet a need."<sup>6</sup> After two protests by disgruntled students who were training to become general secretaries of the YMCA, Dr. Luther Gulick, in December of 1891, head of the physical education departments of the International YMCA Training School,<sup>7</sup> selected a young instructor by the name of Jack Naismith<sup>8</sup> to develop a new indoor game that would fill the gap between the football and baseball seasons.

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<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

<sup>6</sup>Schwomeyer, p. 5.

<sup>7</sup>Later this institution was renamed Springfield College.

<sup>8</sup>Naismith was a graduate of McGill University, of Montreal, Canada, where he prepared for the ministry. He had taught Canadian football and gymnastics for six years before coming to the United States. After his experience at Springfield, Massachusetts, he attended medical school in Denver, Colorado, between 1894 and 1898. It is interesting that he was a Presbyterian minister, and also had an M.D. degree, but never held a pastorate, nor put out a physician's shingle.

The assigned task of Naismith was to develop "a recreational game, vigorous enough to attract football men, simple enough so anyone could play it, difficult enough to challenge even the best, and interesting and competitive enough to play indoors."<sup>9</sup> Because of a boyhood game he played in Canada, he decided that his new game should have a ball tossed at some type of goal. Since a goal would be too easy to guard if it were on the floor, it was placed on a rail located ten feet above the floor. At first he wanted a box to function as the goal, but the janitor could only supply him with a couple of peach baskets.

There were eighteen members in the class, so he divided them into two teams of nine members each. The name of the positions were taken from the Canadian game of lacrosse: home, right forward, left forward, center, right center, left center, goal, right back, and left back. He developed thirteen basic rules which embodied five principles that still govern the game today. They will not be discussed since they are more concerned with the fundamentals of the game and can be found in a variety of sources.

"Just another game!" was the first exclamation when the 18 secretaries-to-be came for their exercise. I divided the squad and started the game. It took."<sup>10</sup> As indicated in Naismith's own words, the game of basketball was on its way.

The American boy likes games in which he can feel free to express his individuality. It was no accident that Naismith came upon basketball. It was the result of a man's sensing the situation and showing enough initiative to find the answer.<sup>11</sup>

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<sup>9</sup>Schwomeyer, p. 3.

<sup>10</sup>Ibid., p 6.

<sup>11</sup>Odle, Basketball Around the World, p. 55.

Basketball is the only game devised in the United States with no roots in sports of other nations. For this reason, Dr. Naismith made up the original basketball rules in 1892. Basketball has been afflicted with growing pains, partly because the rules were not standardized until 1934.<sup>12</sup>

There have been several rule changes and equipment improvements over the years, but these items fall out of the realm of this study.<sup>13</sup>

### B. Diffusion

When the diffusion process takes place, there is usually some type of concept or product which has enough appeal to go from a place of origin into other areas. It is hard to explain why basketball had such a phenomenal growth and success from its very beginning. Some have suggested that the best way to explain this phenomenon is to look at the appealing qualities that would cause people to demonstrate enthusiasm so quickly.

In his book, Basketball Around the World, Odle suggested five such qualities.

First the very nature of the game itself has some decided advantages over other team sports. One boy can nail a hoop on his barn, or garage, and take almost any size ball and throw at a hoop of any circumference..... The game has such an individual challenge and recreational value that one person can practice by himself with no one around and derive much pleasure and enjoyment.

The second factor of importance is that only a small area for participation is needed and it can be on any type of terrain. We have seen enthusiastic basketball games played on crushed stone, dirt, cement, dust, mud, wood, tile, and grass. Thirdly, it is a fast moving game with

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<sup>12</sup>Schwomeyer, p. 9.

<sup>13</sup>A concise presentation of equipment development is found again in the Converse Basketball Yearbook, 1971, pp. 57-58. This source also cites the major rule changes made from 1894, until 1968, p. 56.

a lot of action for both the player and the spectator..... The fourth factor is that the game is inexpensive. Compared to other team sports, it is possible to field a basketball team cheaper than most other squads.....The last point is that the skills are easy to learn.....Naturally, it takes much practice to become an expert but young boys can pick up the game in almost no time at all to become a member of some backyard team.<sup>14</sup>

Because of the appealing qualities mentioned above, basketball moved throughout the country and the world with a certain decisiveness, which makes it extremely difficult, if not impossible, to plot the spread of this new sport on a map. The early diffusion process seems to have been centered around certain individuals and the YMCA organization.

As the trainers from that first basketball experience started to take on their newly assigned jobs throughout the world, they carried with them the enthusiasm for basketball.

Dr. Gulick wrote in the October, 1892, Training School notes: 'It is doubtful whether a gymnastic game has ever spread so rapidly over the continent as has basketball. It is played from New York to San Francisco and from Maine to Texas, by hundreds of teams in associations, athletic clubs and schools.'<sup>15</sup>

Naismith himself helped in the spread of his invention. He introduced basketball to some of the young men in Denver, Colorado, when he was in medical school between 1894 and 1898. He also took the game with him to the University of Kansas in the fall of 1898.

Secretaries from several YMCA's wrote Naismith for information about the game. "In that way C. D. Bemis learned of it, and started

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<sup>14</sup>Odle, Basketball Around the World, pp. 56-57.

<sup>15</sup>Schwomeyer, p. 5.

it at Geneva College, Beaver Falls, Pennsylvania."<sup>16</sup> This is believed to be the first college to introduce the sport. "The University of Iowa and University of Chicago played the first intercollegiate game, with five players on a side, on January 18, 1896."<sup>17</sup> It is important to note that H. F. Kanlenberg, who had left Springfield in 1890, had been in contact with his old school concerning basketball and introduced it to the University of Iowa in 1892. Likewise, Alonzo Stagg, the famous football coach at the University of Chicago, was a classmate of Naismith at Springfield. It is interesting that these two men, acquainted with Naismith, were instrumental in the development of the first intercollegiate basketball game. This helps to support the fact that individuals, most of whom knew Naismith personally, constituted the driving force behind the basketball diffusion process.

Since five of the original players were Canadians, it is not surprising to learn that Canada was the first nation to play it. France took it up in 1893, China and India the following year. A missionary introduced it in Brazil in 1896. The game was demonstrated in London in June, 1894, the 50th anniversary of the founding of the YMCA.<sup>18</sup>

The high school diffusion process has the same developmental history as discussed above. This diffusion was also dependent upon individuals and followed no set pattern. One suggestion concerning the development of some type of pattern of diffusion would be the establishment of some system based on the initiation of a state tournament in basketball. This could be done, but its validity in relationship to the diffusion concept would be suspect, because several states

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<sup>16</sup>Ibid., p. 6.

<sup>17</sup>Lord, 1971 Converse Basketball Yearbook, p. 57.

<sup>18</sup>Ibid.



developed state tournaments many years after the coming of basketball into their area. One such example would be the state of Massachusetts, where the game originated, but which did not conduct a state tournament until 1965. Today there are approximately 20,000 high schools in the nation, and most of them play basketball, with forty-eight states conducting state tournaments.<sup>19</sup>

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<sup>19</sup>Ibid., p 58.

## CHAPTER III

### THE NATIONAL POSITION AND IMPACT OF INDIANA BASKETBALL

#### I. Introduction

With sport, and especially basketball, regional variation can be investigated several different ways.

The importance of sport to any place or region can be measured by looking at the amount of participation, the interest level of the population which is visible in terms of monetary support, game attendance, press coverage, and the nature of the playing facilities. Another measure of a place's involvement with sport is the ability to generate high quality players. It is this latter variable which is perhaps easiest to monitor.....For example most athletic teams record basic geographical information on their players and coaches.<sup>1</sup>

Each of these variables will be presented and briefly discussed, with the greatest emphasis on place to place variations of player production.

#### II. Production

##### A. Introduction

As indicated by Rooney, the concept of production is the most convenient way to develop and analyze distributions. Production, as it

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<sup>1</sup>Rooney, From Cabin Creek to Anaheim: A Geography of American Sport, p. 18.

relates to basketball, is concerned with player output, production of quality players, and championship team production. Each of these will be discussed in relationship to the nation as well as to the state of Indiana.

## B. Distribution of Player Production

1. Sample. Rooney's study suggested that the collegiate production of basketball players from the high school ranks is perhaps the easiest to monitor in studying distributional strength. In order to know the productive power of each individual area, a representative sample of college basketball rosters from each state had to be obtained and analyzed. Rooney used the 1970-71 edition of the Blue Book of College Athletics to determine the number of schools that played basketball that year. A fifty percent sample of basketball playing schools was selected at random from each state (Table I).<sup>2</sup> The 1971-72 basketball rosters were collected from the participating institutions.

In every case the fifty per cent sample was obtained, totaling 523 institutions representing every state and the District of Columbia. All the major colleges and universities were included in

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<sup>2</sup>There is some question concerning the true representation of this sample. Some individuals have indicated that the population factor of each state should be a variable in developing the sample. This was taken into consideration and a correlation was made between the ranking of the number of schools for each state in the sample and the ranking by state of their populations. The correlation was  $r_s = .910$ , indicating a very high correlation between the sampling system used and state populations.

TABLE I  
NATIONAL COLLEGIATE SAMPLE  
PER STATE 1970-71

	Number of colleges within the state	Number of colleges with basketball	Total Sample Need	Number of colleges in the sample		Number of colleges within the state	Number of colleges with basketball	Total Sample Need	Number of colleges in the sample
1. Alabama	20	19	9-10	10	27. Montana	9	9	4- 5	4
2. Alaska	2	2	1	1	28. Nebraska	16	16	8	8
3. Arizona	5	5	2- 3	3	29. Nevada	2	2	1	1
4. Arkansas	15	15	7- 8	8	30. New Hampshire	9	9	4- 5	5
5. California	59	58	29	29	31. New Jersey	22	21	10-11	11
6. Colorado	13	13	6- 7	7	32. New Mexico	9	7	3- 4	4
7. Connecticut	15	15	7- 8	8	33. New York	74	73	36-37	37
8. Delaware	3	3	1- 2	2	34. North Carolina	35	33	16-17	16
9. D. C.	8	8	4	4	35. North Dakota	8	8	4	4
10. Florida	20	19	9-10	10	36. Ohio	47	46	23	23
11. Georgia	22	20	10	10	37. Oklahoma	18	18	9	9
12. Hawaii	3	3	1- 2	1	38. Oregon	16	16	8	8
13. Idaho	6	6	3	3	39. Pennsylvania	66	66	33	33
14. Illinois	45	44	22	22	40. Rhode Island	6	6	3	3
15. Indiana	33	33	16-17	17	41. South Carolina	15	14	7	7
16. Iowa	26	26	13	13	42. South Dakota	12	12	6	6
17. Kansas	21	21	10-11	10	43. Tennessee	36	33	16-17	17
18. Kentucky	19	19	9-10	10	44. Texas	43	43	21-22	22
19. Louisiana	16	16	8	8	45. Utah	6	6	3	4
20. Maine	14	14	7	7	46. Vermont	9	9	4- 5	5
21. Maryland	15	14	7	7	47. Virginia	25	25	12-13	13
22. Massachusetts	36	36	18	18	48. Washington	14	14	7	7
23. Michigan	32	31	15-16	15	49. West Virginia	17	17	8- 9	9
24. Minnesota	24	24	12	12	50. Wisconsin	25	24	12	12
25. Mississippi	13	13	6- 7	6	51. Wyoming	1	1	1	1
26. Missouri	26	26	13	13					

\*The individual colleges represented for each state can be found in Appendix B. The data was based upon the 1970-71 edition of the *Blue Book of College Athletics*.

this sample.<sup>3</sup> This allowed a comparative study to be made with Rooney's earlier work which was based only on major institutions.

Data dealing with the hometown high school that each athlete attended was assembled from the rosters. From this information, it was possible to determine athletic productivity for each state, county, and metropolitan area of the United States.

2. Methodology. The data collected were treated from both a total production and a per capita production standpoint. The total production information (Table II) was interesting and useful to a degree, but there was a high correlation between it and the state populations.<sup>4</sup> Because of this correlation, the total production figures needed to be adjusted according to the variation found in state populations.

The 1970 census figures were used in all calculations, with the total population of each unit area being used in each case. This assumed that there was a similar age structure of the population for the areal units which were being compared. "Extreme difference in age structures are rare and after testing, it was decided that the use of total population for per capita measurements was the best method."<sup>5</sup>

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<sup>3</sup>An objective system for determining the major institutions for this sample was developed by Rooney and this system was found to be valid for this study. The rating system of the National Collegiate Athletic Association was used as a basic guideline; although, other schools were added on the merits of their performance over a period of time.

<sup>4</sup>The rank correlation between raw player production and state populations is  $r_s = .928$ .

<sup>5</sup>Rooney, From Cabin Creek to Anaheim: A Geography of American Sport, p. 18.

TABLE II  
TOTAL AND PER CAPITA PRODUCTION

STATES	Total Production	Total Production Rank	Per Capita Ratio	Per Capita Index	Per Capita Rank
Alabama	117	20	29,436	1.02	19.5
Alaska	7	49	42,857	.702	40
Arizona	20	41	88,500	.34	50
Arkansas	57	34	33,737	.891	27
California	497	2	40,147	.749	35
Colorado	73	28	30,233	.995	22
Connecticut	101	23	30,020	1.00	21
Delaware	14	46.5	39,143	.768	34
Florida	127	18	53,457	.563	46
Georgia	112	22	40,982	.734	37
Hawaii	2	51	384,500	.078	51
Idaho	17	42.5	41,941	.717	38
Illinois	470	4	23,647	1.27	13
Indiana	399	6	13,018	2.31	3
Iowa	157	14	17,987	1.67	6
Kansas	114	21	19,711	1.53	8
Kentucky	188	10	17,122	1.76	5
Louisiana	80	26	45,513	.661	43
Maine	49	36.5	20,245	1.49	9
Maryland	96	24	40,854	.736	36
Massachusetts	163	13	34,902	.862	28.5
Michigan	229	8	38,755	.776	33
Minnesota	144	15	26,424	1.14	15
Mississippi	70	30	31,671	.95	24
Missouri	171	11	27,351	1.1	16.5
Montana	16	44	43,375	.693	41.5
Nebraska	82	25	18,085	1.66	7
Nevada	6	50	81,500	.369	49
New Hampshire	17	42.5	43,412	.693	41.5
New Jersey	326	7	21,988	1.37	10
New Mexico	33	39	30,788	.977	23
New York	572	1	31,883	.943	25
North Carolina	120	19	42,350	.71	39
North Dakota	37	38	16,703	1.80	4
Ohio	472	3	22,568	1.33	12
Oklahoma	72	29	35,542	.846	31
Oregon	74	27	28,257	1.06	18
Pennsylvania	453	5	26,035	1.16	14
Rhode Island	14	46.5	67,643	.445	48
South Carolina	49	36.5	52,878	.569	45
South Dakota	64	32	10,406	2.89	1
Tennessee	133	17	29,504	1.02	19.5
Texas	200	9	55,985	.537	47
Utah	30	40	35,300	.852	30
Vermont	12	48	37,000	.813	32
Virginia	170	12	27,341	1.1	16.5
Washington	68	31	50,132	.6	44
Washington D.C.	62	33	12,210	2.46	2
West Virginia	50	35	34,880	.862	28.5
Wisconsin	135	16	32,726	.919	26
Wyoming	15	45	22,133	1.36	11

A per capita production index was developed by dividing the total number of players in the sample into the total 1970 national population, which yielded a ratio for the national average of production ( $6756/203,212,000 = 1/30,079$ ). To represent the state average of production, the total number of players from one state was divided by its population (Indiana:  $399/5,194,000 = 1/13,018$ ). The per capita production index was developed by comparing the state ratio to the national ratio (Indiana:  $30,079 \div 13,018 = 2.31$ ). The national index norm would be 1.00. The above calculation indicated that Indiana was producing players at more than twice the national rate. A complete listing of all the indexes for the United States is given in Table II.

3. Distribution. There was a great difference noted between total production and per capita production in Table II. Of the top five total producers, none of them ranked higher than twelfth on the per capita index list. The opposite was generally true in relationship to the per capita index information. If they ranked high with the index, they were usually much lower in total production. The exception to this general trend was where the distributional variations and strengths were found. Indiana, Kentucky, and New Jersey were the only ones found in the top ten on both lists. Considering an average rank, Indiana would lead the way with 4.5, followed by Kentucky with 7.5, and New Jersey with 8.5. Ohio and Illinois ranked high enough on each list to have an average rank of 7.5 and 8.5, respectively.

Figure 1, which is only concerned with the per capita index, shows two strong production areas in relationship to population: the northern portion of the High Plains (i.e., North and South Dakota, Nebraska, Kansas, Iowa, and Wyoming); and the eastern Mid-West

# PER CAPITA ORIGIN OF ALL COLLEGE BASKETBALL PLAYERS

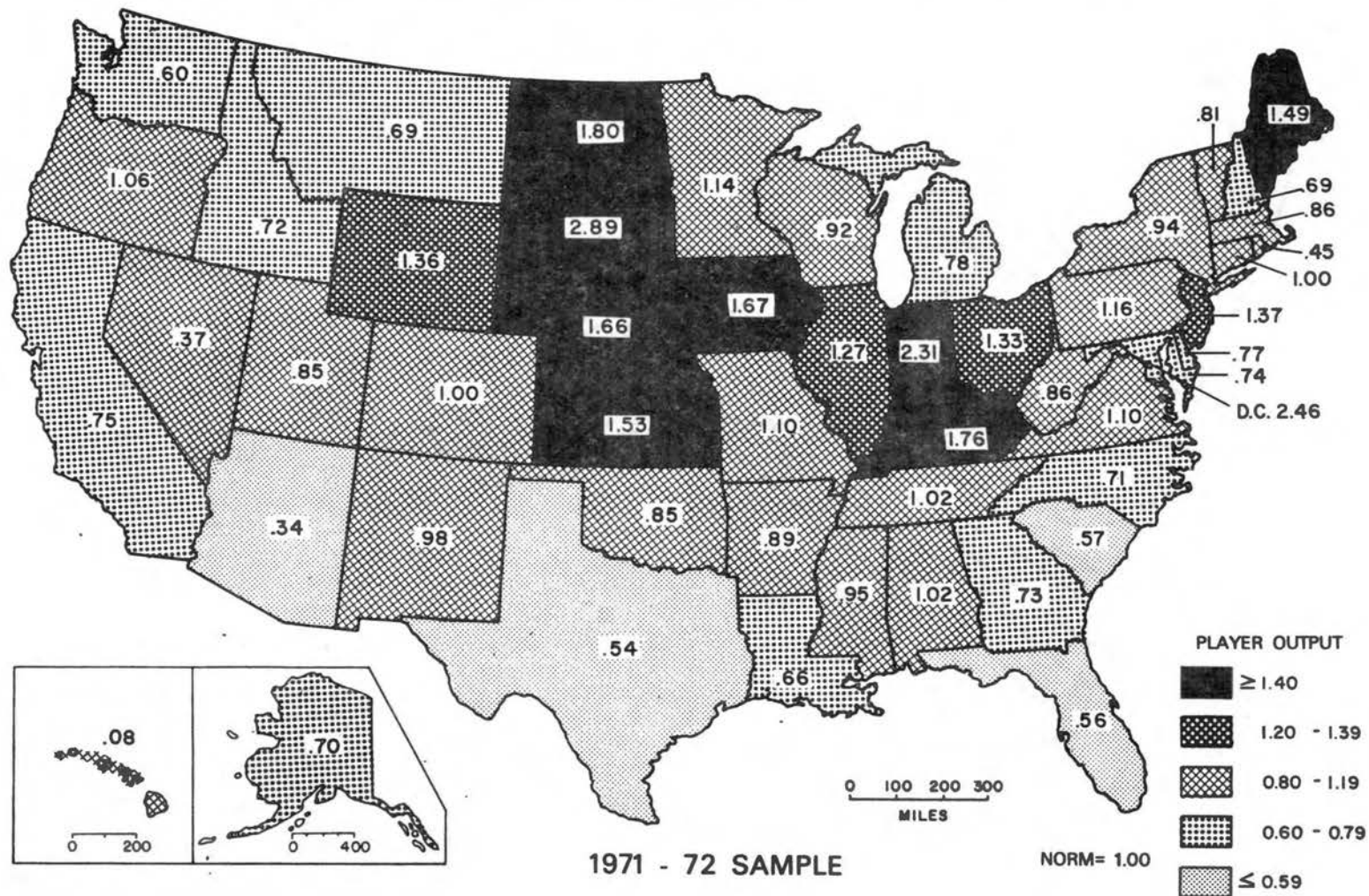


Figure 1.



(i.e., Illinois, Indiana, Ohio, and Kentucky). There are three satellite areas along the East Coast (i.e., District of Columbia, New Jersey, and Maine).

Generally, basketball production was quite poor in the Rocky Mountains, the Southwest, and along the West Coast. Except for some small pockets found in California, Utah, and Colorado, these areas have played a small role in production. The South was also relatively weak. Many of the players participating in southern schools come from the core area.

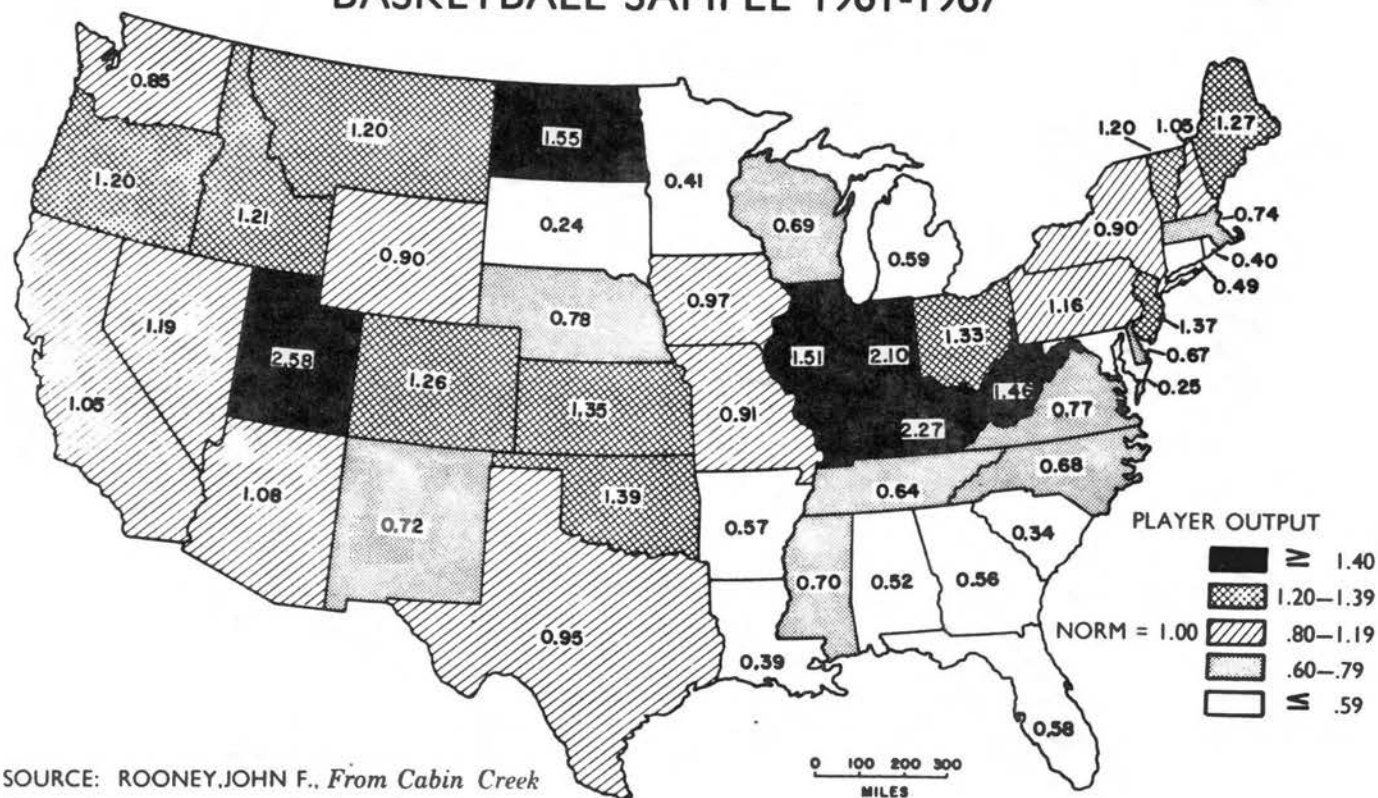
4. Comparison with Earlier Research. A basketball player production study was done from 1961 to 1967, by Rooney. This study dealt with only major colleges and universities, and he developed the per capita production index. The 1971-72 study was divided between major and minor institutions, so a comparative analysis was possible (Figure 2 and Figure 3).<sup>6</sup>

The center of the principle core developed in the distribution section of this study was present in both major college studies (Indiana, Kentucky, Illinois, and Ohio). Isolated areas in the east were the District of Columbia and New Jersey. Utah and North Dakota were strong per capita producers on both maps in the west. Table III, gives a statistical comparison of the two studies. The rank correlation of the net or total production of the studies is  $r_s = .888$ , which is quite high. A much lower correlation,  $r_s = .439$ , was found between

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<sup>6</sup>There are some differences that need to be mentioned. There was a greater span of time in the first study, but fewer number of institutions. There were more athletes in the earlier work, but the sample was more representative in the second.

# PER CAPITA ORIGIN OF MAJOR COLLEGE PLAYERS BASKETBALL SAMPLE 1961-1967



SOURCE: ROONEY, JOHN F., *From Cabin Creek To Anaheim: A Geography Of American Sport*, PRELIMINARY MANUSCRIPT, OKLAHOMA STATE UNIVERSITY, 1973.

Figure 2.

# PER CAPITA ORIGIN OF MAJOR COLLEGE BASKETBALL PLAYERS

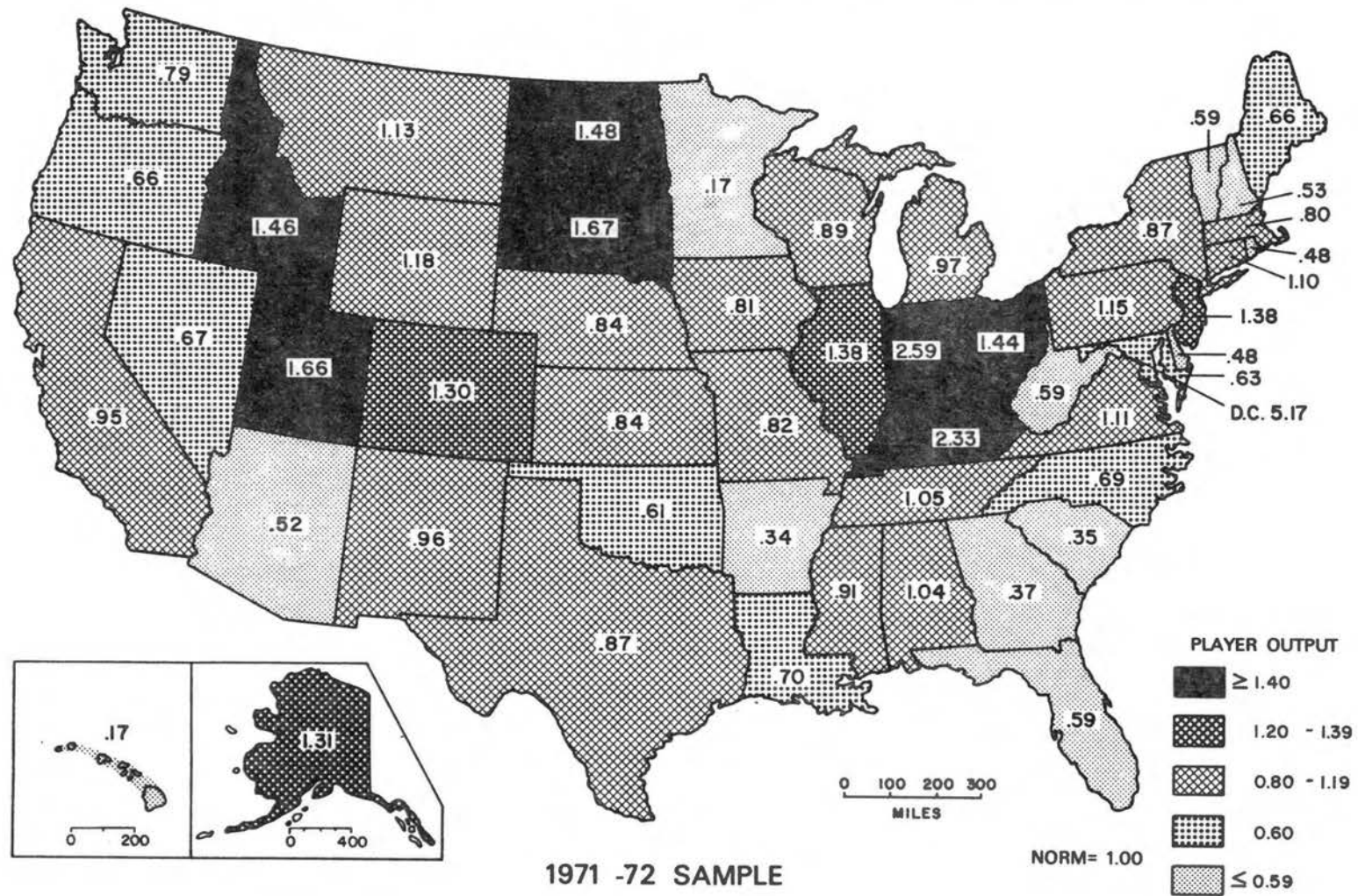


TABLE III

COMPARISON STUDY OF PER CAPITA, PERCENT, AND ROW PRODUCTION:  
1961-1967 DATA AND 1971-1972 DATA

	Total Production Number of Schools	Per cent of Total	Production Rank	Per capita Production	Per capita Index	Index Rank	Total Production Number of Schools	Per cent of Total	Production Rank	Per Capita Production	Per Capita Index	Index Rank
Alabama	40-2	.96	27	81,670	.52	42	55-5	1.77	17	62,618	1.04	19
Alaska	1-0	.02	50	226,000	.19	50	6-1	.19	46	50,000	1.31	11
Arizona	33-2	.79	29	39,450	1.08	20	14-3	.45	38	126,500	.52	44
Arkansas	24-1	.57	36	74,420	.57	40	10-2	.32	42	192,300	.34	49
California	392-11	9.38	1	40,510	1.05	22	290-13	9.31	1	68,813	.95	22
Colorado	52-3	1.24	24	33,730	1.26	13	44-4	1.41	20	50,159	1.30	12
Connecticut	29-2	.69	33	87,410	.49	43	51-5	1.64	19	59,751	1.10	17
Delaware	7-0	.17	47	63,710	.67	36	4-1	.13	49	127,000	.48	45
Washington D.C.	32-2	.77	31	23,800	1.78	4	35-2	1.12	24	12,629	5.17	1
Florida	68-3	1.63	17	72,820	.58	39	62-5	2.	14	109,500	.6	41
Georgia	52-2	1.24	24	75,800	.56	41	26-2	.83	29	176,538	.37	47
Hawaii	1-0	.02	50	633,000	.07	51	2-1	.06	51	384,500	.17	51
Idaho	19-1	.45	38	35,110	1.21	14	14-3	.51	34	44,563	1.46	7
Illinois	359-6	8.59	2	28,080	1.51	6	235-10	7.55	3	47,249	1.38	9
Indiana	234-4	5.6	6	20,270	2.10	3	206-8	6.62	6	25,214	2.59	2
Iowa	63-2	1.51	20	43,480	.97	23	35-3	1.12	24	80,686	.81	30
Kansas	69-3	1.63	16	31,580	1.35	10	29-3	.93	27	77,483	.84	27
Kentucky	163-6	3.9	9	18,750	2.27	2	115-7	3.69	10	27,991	2.33	3
Louisiana	30-3	.72	32	103,560	.39	46	39-6	1.25	22	93,359	.7	33
Maine	29-1	.69	33	33,410	1.27	12	10-1	.32	42	99,200	.66	36
Maryland	18-2	.43	41	172,670	.25	48	38-4	1.22	23	103,211	.63	38
Massachusetts	91-5	2.18	12	57,580	.74	31	70-8	2.25	12	81,271	.8	31
Michigan	109-4	2.61	10	71,770	.59	38	132-8	4.24	9	67,235	.97	20
Minnesota	33-1	.79	29	103,450	.41	44	10-1	.32	43	380,500	.17	50
Mississippi	37-3	.86	28	60,500	.7	33	31-4	1.	27	71,516	.91	23
Missouri	93-2	2.23	11	46,450	1.20	17	59-2	1.39	16	79,271	.82	20
Montana	19-1	.45	38	35,530	1.20	17	12-2	.39	40	57,133	1.13	15
Nebraska	26-2	.62	35	54,270	.78	29	19-2	.61	32	78,053	.84	28
Nevada	8-0	.19	45	35,630	1.19	18	5-1	.16	48	97,800	.67	35

TABLE III (Continued)

	Total Production Number of Schools	Per cent of Total	Production Rank	Per Capita Production	Per Capita Index	Index Rank	Total Production Number of Schools	Per cent of Total	Production Rank	Per Capita Production	Per Capita Index	Index Rank
New Hampshire	15-2	.36	43	40,470	1.05	21	6-2	.19	46	123,000	.53	43
New Jersey	201-3	4.81	8	31,110	1.37	9	152-5	4.88	7	47,158	1.38	9
New Mexico	16-2	.38	42	59,440	.72	32	15-2	.48	36	67,633	.96	21
New York	354-12	8.47	3	47,400	.90	27	242-15	7.77	2	75,360	.87	26
North Carolina	73-5	1.75	14	62,410	.68	35	54-6	1.73	18	94,111	.69	34
North Dakota	23-1	.55	37	27,480	1.55	5	14-2	.45	38	444,143	1.48	6
Ohio	303-8	7.25	5	23,030	1.33	11	235-11	7.55	3	45,328	1.44	8
Oklahoma	76-4	1.82	13	30,630	1.39	8	24-5	.77	30	106,625	.61	39
Oregon	50-3	1.2	26	35,380	1.20	15	21-3	.67	31	99,571	.66	37
Pennsylvania	310-7	7.42	4	36,630	1.16	19	207-14	6.65	5	56,976	1.15	14
Rhode Island	8-3	.19	45	107,370	.4	45	7-3	.22	44	135,286	.48	46
South Carolina	19-4	.45	38	125,420	.34	47	14-4	.45	38	185,071	.35	48
South Dakota	4-0	.1	49	175,000	.24	49	17-2	.55	33	39,176	1.67	4
Tennessee	54-3	1.29	22	66,060	.64	37	63-8	2.02	13	62,286	1.05	18
Texas	214-10	5.12	7	44,770	.95	24	150-16	4.82	8	74,647	.82	25
Utah	54-4	1.29	22	16,500	2.58	1	27-4	.87	28	39,222	1.66	5
Vermont	11-1	.26	44	35,450	1.2	16	4-2	.13	49	111,000	.59	42
Virginia	72-6	1.72	15	55,100	.77	30	79-7	2.54	11	58,835	1.11	16
Washington	57-3	1.36	21	50,050	.85	28	41-3	1.32	21	83,146	.79	32
West Virginia	64-1	1.53	18	29,060	1.46	7	16-2	.51	34	109,000	.6	40
Wisconsin	64-2	1.53	18	61,750	.69	34	60-3	1.93	15	73,633	.89	24
Wyoming	7-1	.17	47	47,140	.9	26	6-1	.19	46	55,333	1.18	13
Total	4179						3114					

the per capita production index ranks. There was enough similarity in the results of the two studies to start noticing regional variations and associations concerning basketball player production over a much larger period of time.

There were some important differences found when the major college studies were compared with the total per capita production study of 1971-72 (Figure 1, Figure 2, and Figure 3). Texas was an average producer of major college players, but fell to the bottom category in total production. The opposite was true with Minnesota. Utah dropped considerably when it came to total production. This is also generally true with most of the northwestern states. The South ranked from average to poor on all three maps. The Southwest was not much better. The Atlantic Coast states were consistently good to average in production in each of these studies.

### C. Distribution of All-American Players

To this point, the major emphasis has been placed on quantity -- the number of basketball players per unit area. Quality has been considered to some extent when dealing with player production in relationship to the major institutions; however, quality is the major factor when the All-American is discussed. This is another distribution variable that can be studied and analyzed to help identify regional variations and associations.

While there are several polls conducted each year which select All-American teams, this study used the Converse All American Basketball Poll. This poll is highly regarded by many in the basketball world for three reasons:

(1) more sportswriters, radio and television sports casters take part in the voting (917 in 1971) --- more than the total who participated in the next two polls; (2) the Converse All America Poll, first held in 1932, is the oldest continuous poll in the history of basketball; and (3) it is the most authentic one because it is conducted at the conclusion of season, thus permitting every voter to judge his candidate under the pressure of tournament and championship play.<sup>7</sup>

Figure 4, plots total production of basketball All-Americans from 1932 to 1971. Indiana led in the production of All-Americans in the collegiate ranks with 74, followed by Kentucky with 59, then California and North Carolina rank relatively high in production of All-Americans. The quality of collegiate basketball in Utah also became evident. The Rocky Mountain states, the Southwest, and the South were very poorly represented.

The leaders were far ahead of the pack in the production of All-Americans. There was a large gap between Indiana (74) and Kentucky (59), and there was a similar separation point between the next six (California 54, North Carolina 54, Ohio 49, Illinois 47, New York 45, Pennsylvania 43) and Texas 28. Every year there are a number of All-Americans from these top eight states.

### III. Spatial Interaction

#### A. Introduction

Where basketball is concerned the recruitment of players from Indiana is one very good measure of the state's influence and prestige. From a geographic standpoint, this massive flow of players can be labeled a simple form of spatial interaction.

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<sup>7</sup>Lord, Converse Basketball Yearbook, 1971, p. 35.

0 100 200 300  
MILES

70  
60  
50  
40  
30  
20  
10  
5

NUMBER OF PLAYERS

SOURCE: 1971 Converse Basketball  
Yearbook, 50th. EDITION.

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Spatial interaction is influenced by three factors:

(1) complementarity, depending on areal differentiation, which results in a supply at one place meeting a specific demand at another place; (2) the intervening opportunities between places; and (3) transferability measured in time and money costs. When spatial interactions occur it is because each of these conditions has been satisfied. If two places have no interaction with each other, we can usually point to one or more of these factors as the reason.<sup>8</sup>

The main kinds of spatial interaction involves the movements of people, goods and services, and information. Haggett placed these in terms of the physicists and referred to them as convection, conduction, and radiation.<sup>9</sup> This study will be concerned with the convection aspect, or the movement of basketball players.

Two major examples of spatial interaction are examined in this study, both dealing with the very important process of recruitment. The first, discussed in this chapter, is concerned with the import-export recruitment patterns on the state level, bringing into focus the importance played by the state of Indiana. The second, presented in Chapter VI, shows the recruitment patterns of all the individual colleges and universities within the state.

The discipline of geography plays a very important part in the recruiting process.

The recruitment of collegiate athletes from high schools and junior colleges, throughout the United States, can be portrayed as a spatial model. It involves the spatial arrangement of athletic production and consumption, individual spatial decision-making on the part of the university officials, governing boards, and the general populace.<sup>10</sup>

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<sup>8</sup> Abler, Adams, and Gould, p. 195.

<sup>9</sup> Haggett, Geography: A Modern Synthesis, p. 327.

<sup>10</sup> Rooney, From Cabin Creek to Anaheim: A Geography of American Sport, p. 18.

The major ingredients for this recruiting model are presented by Rooney.<sup>11</sup>

### B. Indiana Import-Export Recruitment Patterns

One paramount question concerning collegiate basketball is: where do the high school players go to continue their basketball careers? This type of spatial interaction draws much attention, and the recruiting secrets and strategy for certain schools are highly sought after. Wooden of UCLA, the leading basketball coach of the United States today, stated that he likes to go after Californians.

'Recruiting is simple,' says Wooden. 'It takes concentrating on getting all the good Californians you can get and then finding one real plum somewhere else and going after him..... I want them to want to come here. If they want to come to us, we'll have a lot less trouble with them when they get here.'<sup>12</sup>

What about the state of Indiana? Where does it fit into the import-export pattern? To gain this information, the 1971-72 Rooney basketball sample was again used, and the spatial movements of these basketball players were tabulated by state and count. The analysis of this spatial interaction was undertaken and produced the following results.

1. Production Export Patterns. Total production in this sample for Indiana was 399 basketball players. There were 162 or 41 percent who stayed in the state and played for Indiana colleges and universities. Figure 5 indicates the states which obtained the 237 players who left Indiana in the year 1971-72.

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<sup>11</sup>Ibid., pp. 173-176.

<sup>12</sup>Chronicle-Tribune, (December 26, 1973), p. 25.

# THE MIGRATION OF COLLEGE AND UNIVERSITY BASKETBALL PLAYERS FROM INDIANA 1971-1972

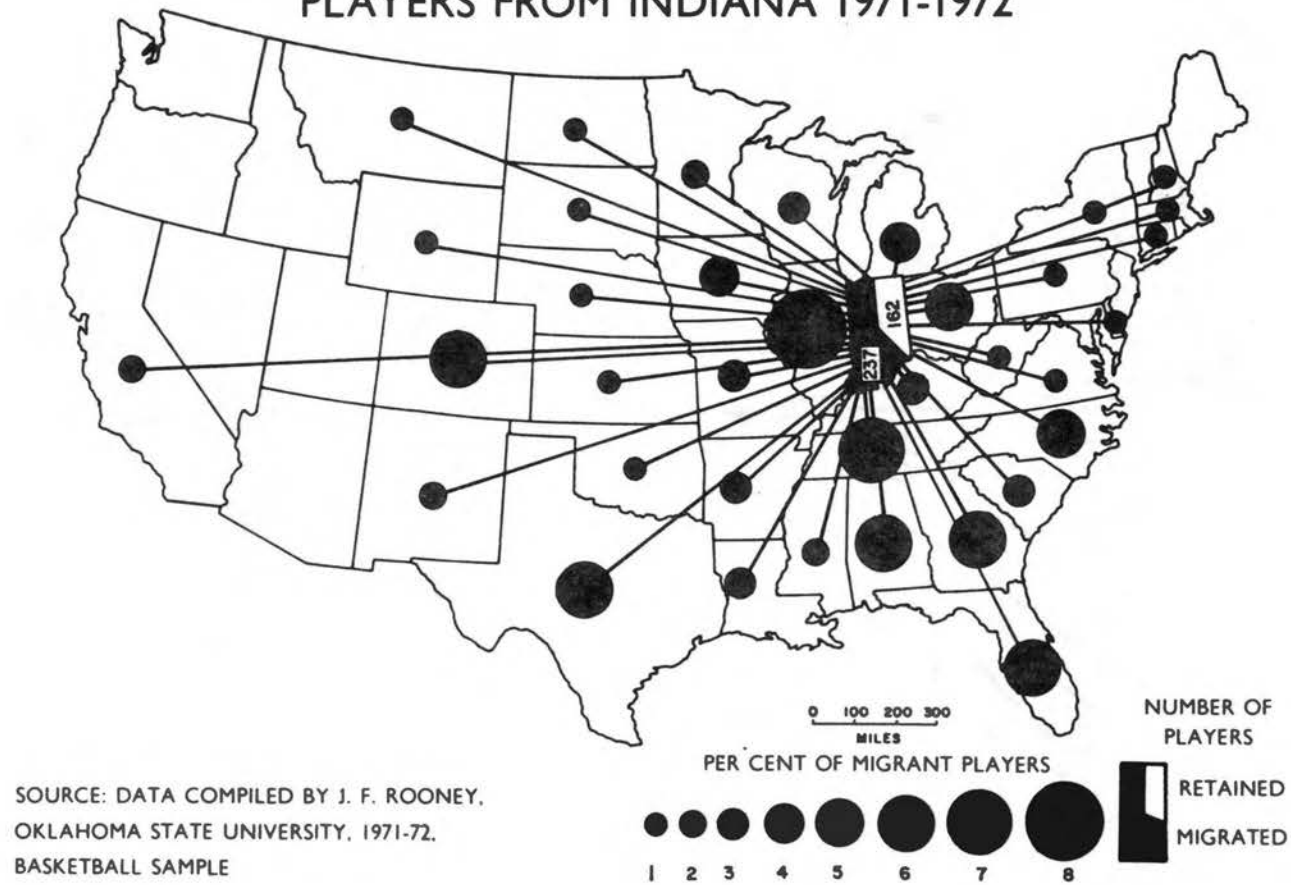


Figure 5.

As expected, the five states surrounding Indiana got a substantial number of players. Twenty-three per cent of the migrating players went to these states, with Illinois receiving about eight per cent. The pattern continued to radiate outward in all directions for approximately 1000 miles, slowing abruptly in the West at the Rocky Mountains. Only two per cent went on to California.

Other than the states bordering Indiana, there were three areas of migration concentration: the South, Texas, and Colorado. There seems to be an "underground railroad in reverse" when it comes to Indiana basketball players going south. The South, extending from Louisiana to Virginia, obtained 41 per cent of these players. Both Texas and Colorado received six per cent each.

Figure 6 deals with just the major colleges and universities. Of the 206 players attending major schools, 74 or 36 per cent stayed in Indiana, and the other 64 per cent (132) migrated. The same general patterns that exist for the total sample was true of the major colleges. Of the bordering states, Illinois decreased greatly and the others increased, with Ohio gaining the most. Louisiana increased the most in the South. Texas and Colorado both increased by three per cent.

A comparison with Rooney's study of 1961-67 can be made with the major colleges and universities (Figure 7). In this earlier study 74 per cent (173) migrated from Indiana, leaving 26 per cent (61). A high per cent (28 per cent) went to four states: Kentucky, Louisiana, Florida, and Illinois. The South still obtained the largest percentage of players, but there was an increase of players going to the Rocky Mountain region.

# THE MIGRATION OF MAJOR COLLEGE AND UNIVERSITY BASKETBALL PLAYERS FROM INDIANA 1971-1972

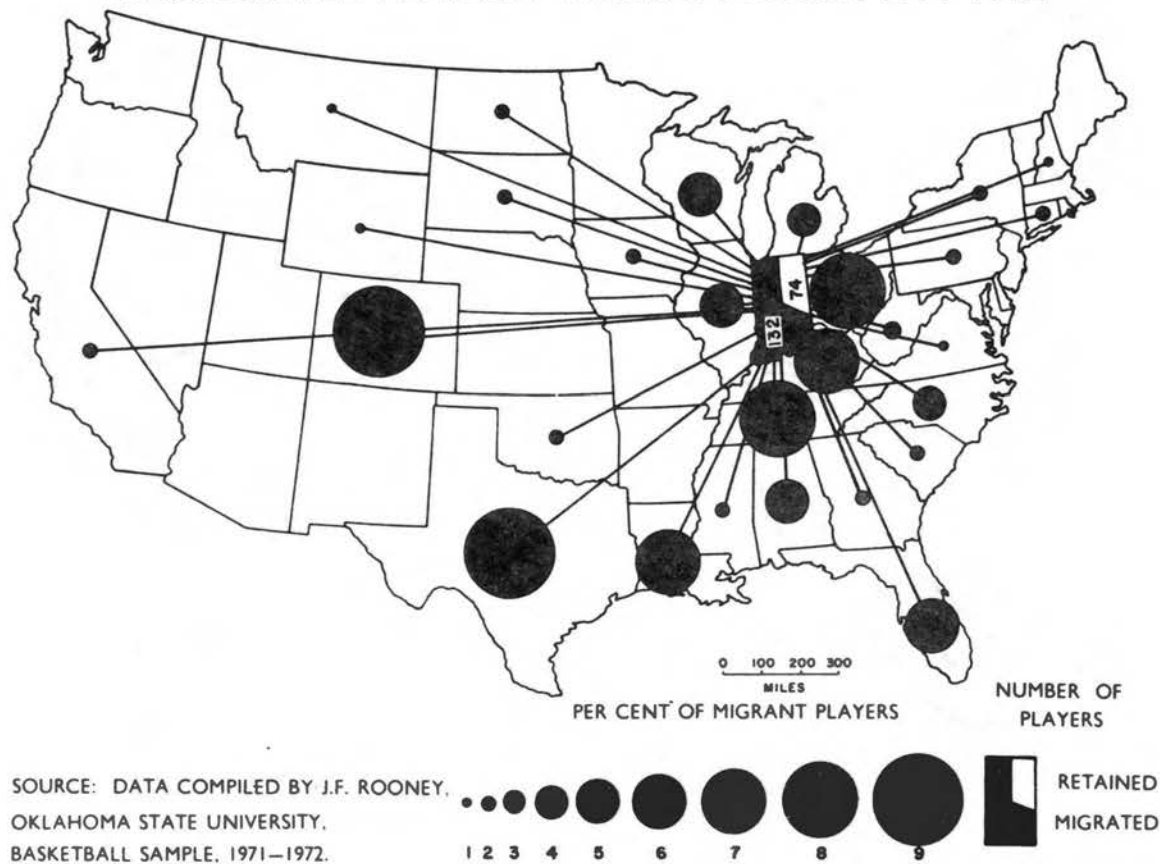


Figure 6.

# THE MIGRATION OF MAJOR COLLEGE AND UNIVERSITY BASKETBALL PLAYERS FROM INDIANA 1961-1967

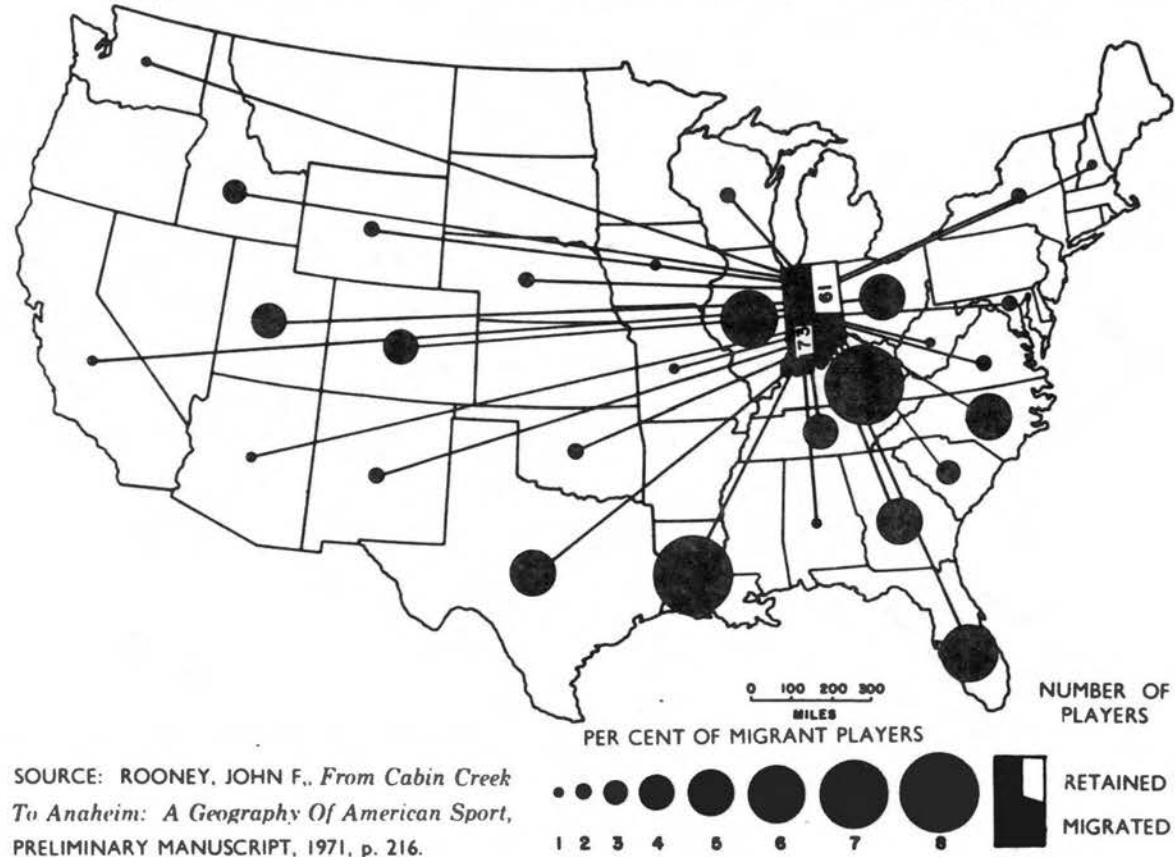


Figure 7.

2. Production Import Patterns. The importation patterns for Indiana was taken from the 1971-72 basketball sample (Figure 8). Since institutions of the state only recruited 28 per cent of their players from other states, Indiana produced 72 per cent (162) of its own collegiate players. Twenty-two of the imported players came from Ohio; Illinois, Michigan, and Kentucky follow. Only seven players travelled more than 1000 miles to Indiana.

For a more complete picture, Figure 9 deals with all the colleges and universities located in the "Hoosier" state during the 1971-72 academic year. Approximately 30 per cent (130) of the basketball players came from outside the state. The movement of these players to Indiana was very similar to the fifty per cent national sample. Ohio led with forty-four players, followed again by Illinois, Michigan, and Kentucky. No other state supplied a significant number. The validity of the national sample was supported by this one indepth study. There was only one percentage difference concerning the importation of players between the two studies, and the major contributions were exactly the same.

From a balance of payments standpoint the import-export ratio was very good for Indiana. There were 237 basketballers who migrated to other states, with only 62 coming into the state's institutions. This was a ratio of 3.82, which ranked second in the nation (Table IV). This indicated that Indiana exported almost four times as many basketball players as it imported.

3. Comparison With Other States. There are four important variables to consider when studying import-export patterns: total export, import-export ratio, percentage of players exported, and the

# THE MIGRATION OF COLLEGE AND UNIVERSITY BASKETBALL PLAYERS TO INDIANA 1971-1972

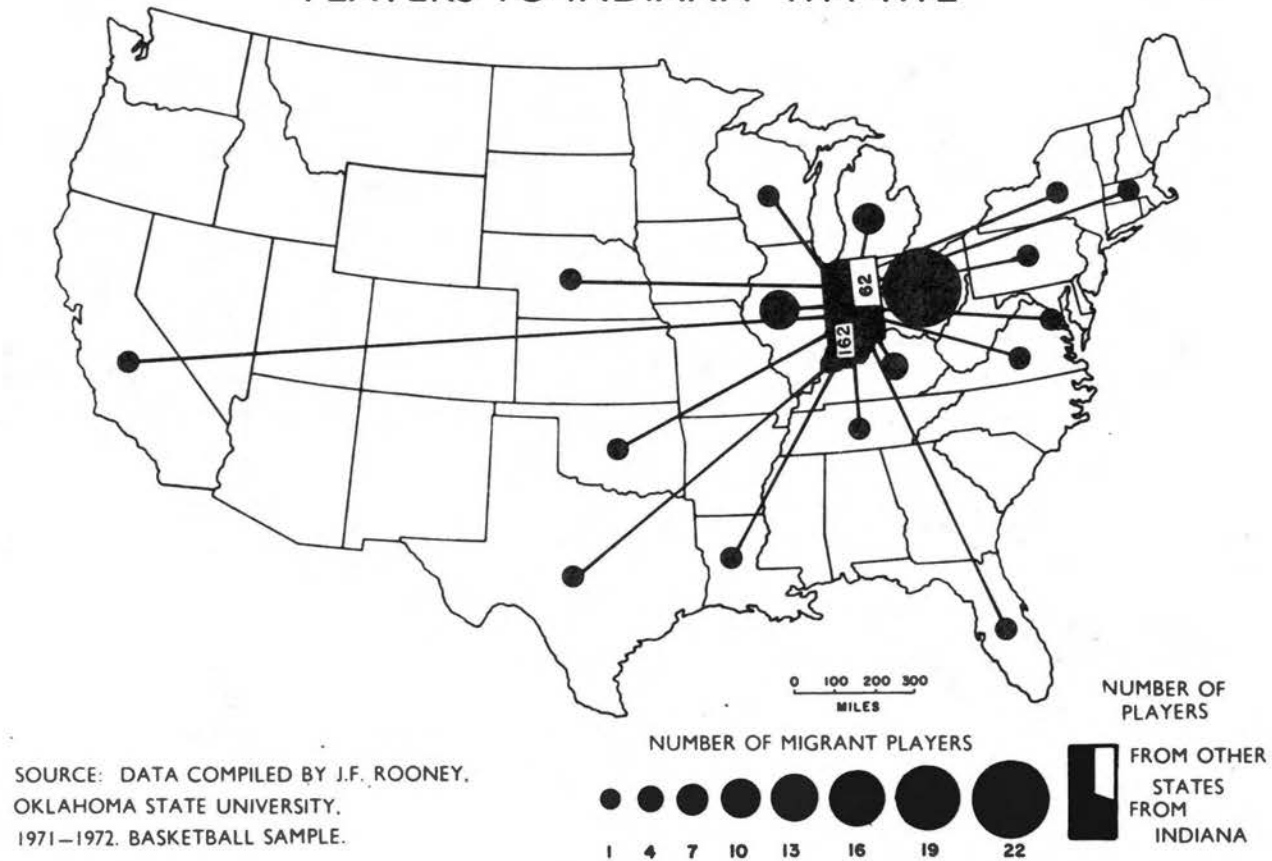
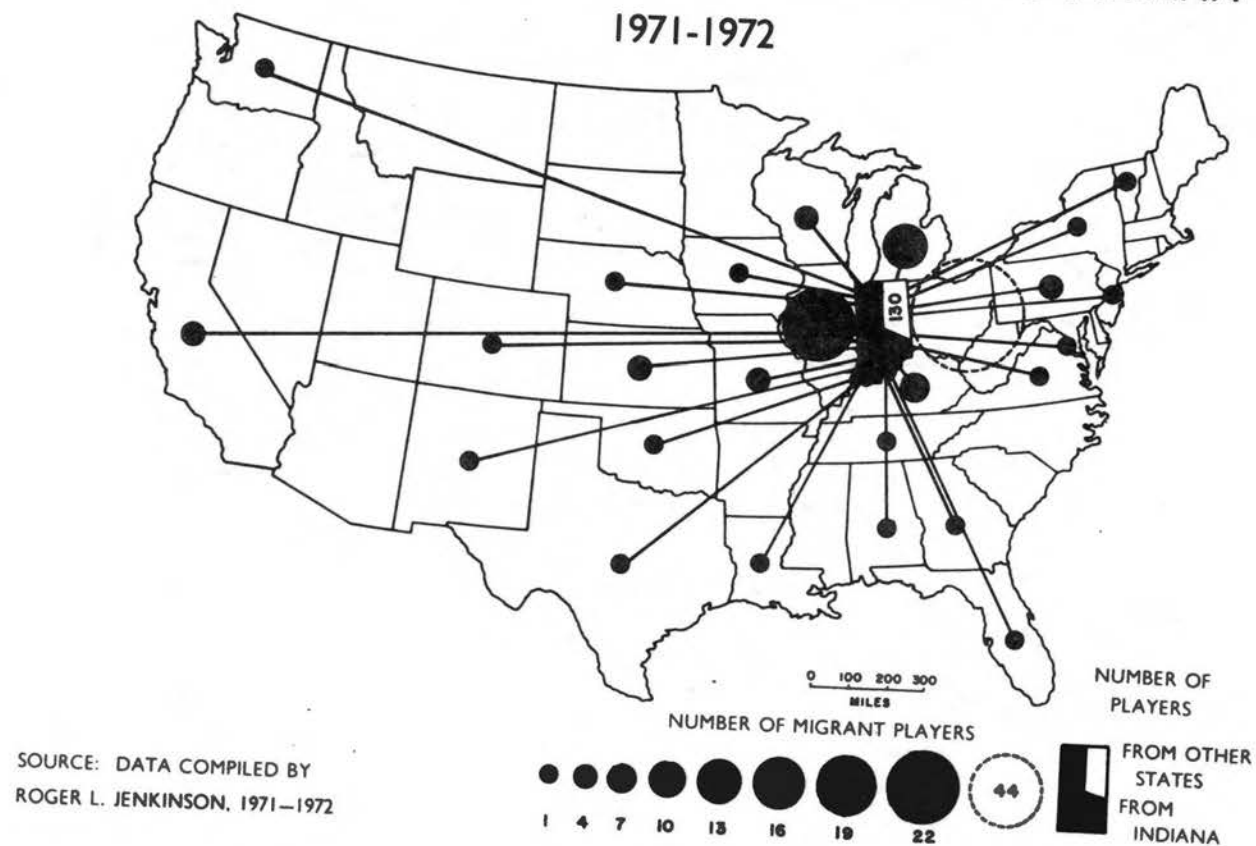


Figure 8.



# THE MIGRATION OF ALL INDIANA COLLEGE AND UNIVERSITY BASKETBALL PLAYERS FROM OTHER STATES TO INDIANA 1971-1972



SOURCE: DATA COMPILED BY  
ROGER L. JENKINSON, 1971-1972

Figure 9.

TABLE IV  
IMPORT-EXPORT TABLE

	Export	Rank	Import	Export Import Ratio	Rank	Per Cent Exported	Rank	No. of States Supplied	Rank
Alabama	46	19.5	68	.68	20	39%	25.5	17	22
Alaska	2	48.5	8	.25	41	29%	39	2	50
Arizona	10	38	29	.34	35	50%	18.5	10	30.5
Arkansas	10	38	54	.18	45	18%	47	8	35.5
California	184	7	54	3.50	4	37%	29	36	6.5
Colorado	24	27	67	.36	33.5	33%	33.5	13	27
Connecticut	79	10	69	1.15	12	78%	4	23	12.5
Delaware	9	41	20	.45	25	64%	8.5	6	43
District of Columbia	54	17	44	1.23	11	87%	2	23	12.5
Florida	76	12	87	.88	16	60%	10	25	10.5
Georgia	46	19.5	63	.73	18	41%	24	20	17.5
Hawaii	2	48.5	14	.14	49	100%	1	2	50
Idaho	6	44	24	.25	40	35%	32	6	43
Illinois	254	2	82	3.10	5	54%	13	42	2
Indiana	237	4	62	3.82	2	59%	11	37	5
Iowa	37	24.5	86	.43	26.5	24%	41.5	14	25.5
Kansas	38	23	66	.58	22	33%	33.5	16	24
Kentucky	129	8	69	1.87	7	69%	6	29	8
Louisiana	29	26	58	.50	23.5	36%	31	14	25.5
Maine	8	42	38	.21	43	16%	48	6	43
Maryland	60	15.5	54	1.11	13	64%	8.5	22	14.5
Massachusetts	78	18	121	.65	21	48%	20	20	17.5
Michigan	73	13	55	1.33	10	32%	35.5	22	14.5
Minnesota	15	32	40	.37	31	10%	49	10	30.5
Mississippi	37	24.5	47	.79	17	53%	14.5	20	17.5

TABLE IV (Continued)

	Export	Rank	Import	Export Import Ratio	Rank	Per Cent Exported	Rank	No. of States Supplied	Rank
Missouri	87	9	86	1.01	14	51%	16.5	27	9
Montana	3	46.5	33	.09	50	19%	45.5	4	46
Nebraska	16	30.5	60	.27	39	20%	44	8	35.5
Nevada	3	46.5	11	.27	38	50%	18.5	3	46.5
New Hampshire	9	41	52	.17	46	53%	14.5	8	35.5
New Jersey	228	5	37	6.16	1	70%	5	36	6.5
New Mexico	13	35	33	.39	28	39%	25.5	7	39.5
New York	259	1	121	2.15	6	45%	21.5	43	1
North Carolina	45	21	135	.33	37	37%	29	20	17.5
North Dakota	1	50	20	.05	51	3%	51	2	50
Ohio	240	3	66	3.64	3	51%	16.5	41	3
Oklahoma	14	33	71	.19	44	19%	45.5	8	35.5
Oregon	16	30.5	42	.38	29	22%	43	10	30.5
Pennsylvania	191	6	119	1.61	8	42%	23	39	4
Rhode Island	11	36	30	.37	32	79%	3	7	39.5
South Carolina	18	29	48	.37	30	37%	29	10	30.5
South Dakota	5	45	32	.16	47	8%	50	3	47.5
Tennessee	60	15.5	141	.43	26.5	45%	21.5	17	22
Texas	53	18	157	.34	36	26%	40	25	10.5
Utah	9	41	25	.36	33.5	30%	38	6	43
Vermont	7	43	45	.15	48	58%	12	6	43
Virginia	64	14	93	.69	19	38%	27	17	22
Washington	21	28	42	.50	23.5	31%	37	11	28
West Virginia	12	35	54	.22	42	24%	41.5	8	35.5
Wisconsin	43	22	29	1.48	9	32%	35.5	18	20
Wyoming	10	38	10	1.00	15	67%	7	8	35.5

number of states supplied by any one individual state.

New York (259), Illinois (254), Ohio (240), Indiana (237), and New Jersey (228) were found to be the five leading exporters of basketball players. The number of players exported by individual states dropped off quite rapidly after the top ten (Table IV). Figure 10 vividly illustrates the large concentration area of exportation within the United States. This core coincides closely with the leading production area, which extends from Illinois in the west to New Jersey in the east. California shows strength in exportation while the Southern states export a fair number of players.

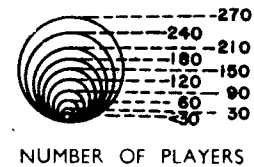
The second variable is the import-export ratio. This ratio is calculated by dividing the number of players which a state exported by the number that state imported (Indiana:  $237 \div 62 = 3.82$ ). This indicates that Indiana exported approximately four times the number it imported. Any state with a ratio below 1.00 imported more than it exported (Alabama:  $46 \div 68 = 0.68$ ).

The five leading states were: New Jersey (6.16), Indiana (3.82), Ohio (3.64), California (3.50), and Illinois (3.10). New York and California were reversed when total exportation was compared with this ratio. All the other members of the top five were the same. One reason for the ratio of New Jersey being so high was the very high percentage of college students leaving the state to attend other institutes. New Jersey leads the nation in college student exportation.<sup>13</sup>

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<sup>13</sup>New Jersey exported 117,256 college students and only imported 18,546, for a ratio of 6.32, which is larger than that for basketball player exportation (6.16). Indiana on the other hand imports over two times the number of college students than it exports (Imports = 47,913; exports = 21,418). This is quite significant because Indiana has an import-export basketball player ratio of 3.82.

A horizontal scale bar with tick marks at 0, 100, 200, and 300. Below the bar is the word "MILES".



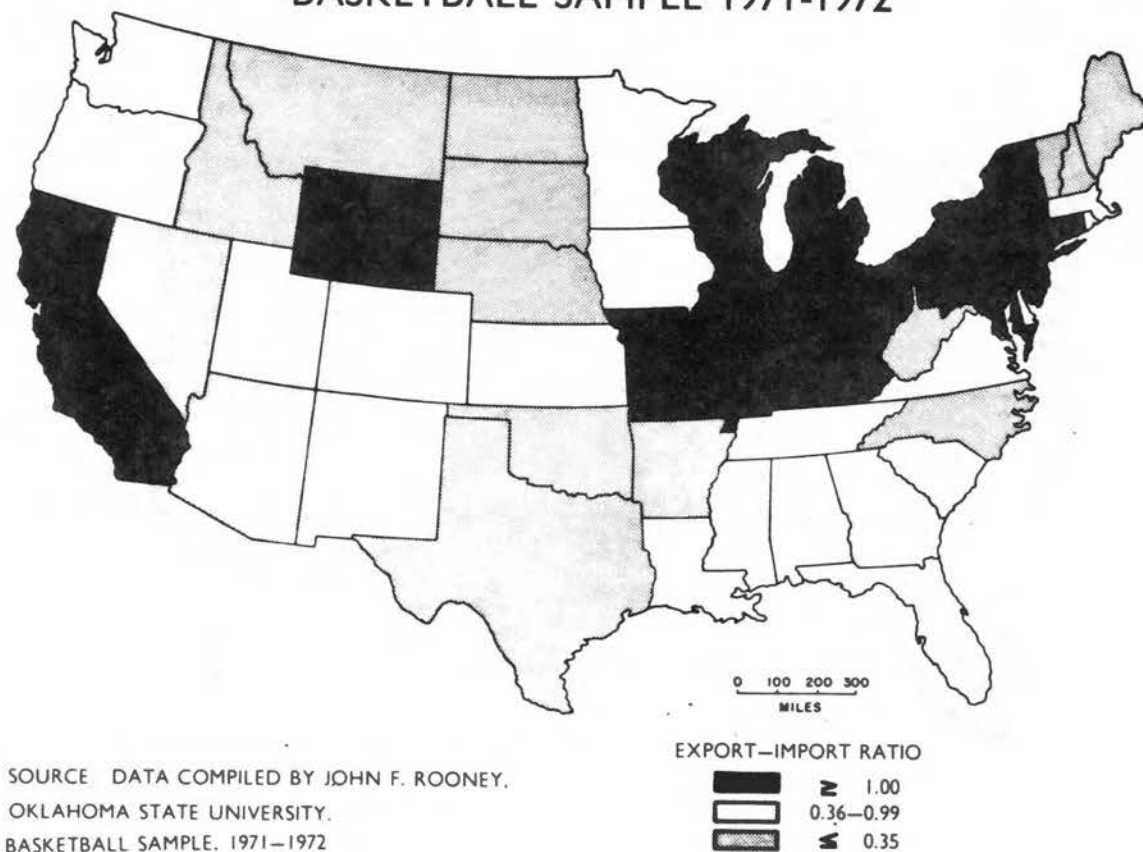
52

Figure 11 presents the two extremes in relationship to this ratio. The major exportation core was still present, along with the addition of California. Wyoming presented an interesting situation in that this state had only one four-year collegiate institution. It was logical then that it could not import many players and would not take much exportation to have a favorable ratio. The Western states generally ranked very low, along with the extreme Northeast. The South was about average.

The percentage of players exported in relationship to the number produced was another important indicator. The top four states were; Hawaii, the District of Columbia, Rhode Island, and Connecticut (Table IV). The key to this variable was in finding those states which had produced a goodly number of players, had supplied themselves adequately, and had enough left-over to create a high per cent of exportation. Good examples include New Jersey (produced = 326; retained = 98; exported = 228; imported = 37; export per cent = 70%), Indiana (produced = 399; retained = 162; exported = 237; imported = 62; export per cent = 59%), and Illinois (produced = 470; retained = 216; exported = 254; imported = 82; export per cent = 54%). Of the top fifteen states, these three had the best credentials.

The last variable was concerned with the number of states to which an individual state supplied one or more basketball players (Table IV). There was a strong correlation between this and state populations. Seven of the top ten states in population were also those in the top ten with this indicator. Only Indiana, Kentucky, and Missouri were not. New York (43), Illinois (42), Ohio (41), Pennsylvania (39) and Indiana (37) were the leaders in the number of states

# HIGH AND LOW EXPORT-IMPORT RATIO STATES BASKETBALL SAMPLE 1971-1972



SOURCE DATA COMPILED BY JOHN F. ROONEY,  
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BASKETBALL SAMPLE. 1971-1972

Figure 11.

they supply. This would indicate that the desire to have basketball players from these states was great.

If the rankings of these four variables (Table IV) are combined, the top six states dealing with this aspect of spatial interaction would be; New Jersey, Indiana, Illinois, Ohio, Kentucky, and New York. This section of the United States continues to be the leading core area. These variables are not necessarily the only or most important indicators of basketball emphasis or strength, but they are valuable in relationship to the total descriptive process.

#### IV. Summary

Indiana ranked among the leaders, if not the leader, in all the variables studied in this chapter. Whether it was production or a favorable import-export pattern, the evidence of basketball strength and emphasis was present with Indiana in relationship to the nation. Indiana was also located within the leading basketball core in the United States. This core extended from Iowa in the west to New York in the east. This area will be discussed in more detail in the regionalization chapter.

The recruitment of athletes played an extremely important role in collegiate athletics. This study has shown that -- although Indiana ranked among the leaders in the exportation of basketball players, exporting almost four times the number of players that it imported -- it still had a very favorable import-export ratio, ranking second in the United States. The state supplied approximately 72 per cent of its own player needs and produced enough to send 59 per cent of its total production to other states.



## CHAPTER IV

### A REGIONAL ANALYSIS OF INDIANA BASKETBALL

#### I. Introduction

This chapter takes an inward look at the state and is concerned with a regional analysis of Indiana basketball starting with a historical sketch. The major variable used is the production factor which was developed and discussed in Chapter III on the national scale. Other variables used in this analysis are participation, monetary support, game attendance, press coverage, and facilities.

#### II. Origin, Development, and Diffusion

##### A. Early Origin and Development

"The game was first introduced in the Middle West by the Reverend Nicholas C. McKay, Presbyterian minister, a native of England, who became YMCA secretary in Crawfordsville in the early nineties."<sup>1</sup> The exact date for this event is not certain; but, according to the Crawfordsville Journal and Review, the first game played in the United States outside the state of Massachusetts was in the spring of 1893, in Crawfordsville, Indiana.<sup>2</sup>

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<sup>1</sup>Schwomeyer, p. 11.

<sup>2</sup>Crawfordsville Journal and Review, (March 22, 1944).

For a brief period of time Reverend McKay had attended the training school at Springfield during the tenure of Naismith.<sup>3</sup> It is believed that McKay was not a member of the first class at Springfield, when basketball was first introduced, but it is very likely that he was in one of the first.

On Friday, March 16, 1894, the YMCA teams of Crawfordsville and Lafayette played what was probably the first scheduled basketball game in Indiana. The game was played in the Crawfordsville YMCA gym.....In an article in the Indianapolis Star Magazine, the author claimed that the first basketball game in Indiana was played in 1892. However, the date, teams participating, and score of the game are not mentioned.<sup>4</sup>

The popularity of the game was quickly evident throughout the state. Teams were organized in every type of community, and it developed in the high schools at the turn of the century. In 1901, there was a basketball series, home and home, between Crawfordsville and Shortridge High School of Indianapolis. Crawfordsville won both games and proclaimed itself the state champion.<sup>5</sup>

The facilities were quite varied during the early years in Indiana. Madison used a skating rink; Carmel used the driveway of a lumber yard; Atlanta employed a disbanded church; and, St. Paul used the auditorium in the schoolhouse. Others used halls, barns, garages, and some even played their games outdoors.

The stage was now set. Basketball had taken hold within the state, and from its very inception the enthusiasm for the game began to mount.

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<sup>3</sup>Naismith acted as Physical Education Director at Springfield until 1895.

<sup>4</sup>Schwomeyer, p. 14.

<sup>5</sup>Ibid., p. 16.

The intensity became so great that the term "hysteria" can best describe the relationship that developed between basketball and the people of Indiana.

### B. Diffusion

Because of its immediate popularity and success within the state of Indiana, the diffusion process of basketball is very difficult to follow. There were leagues and associations developed to improve and control athletics on the high school level.<sup>6</sup> The state organization, the Indiana High School Athletic Association, was officially approved and accepted at the meeting of the State Teacher's Association in Indianapolis, on December 29, 1903.

Diffusion had already taken place throughout the state by the time the first two official high school state championships were conducted in 1911 and 1912 (Figure 12). There were twelve schools entered in the first championship, and thirteen in the second. Crawfordsville High School won the first official state championship in 1911.

One type of diffusion -- i.e., concerned with emphasis and basketball strength exemplified in the ability to win the state championship -- can be seen by studying the state high school champions from 1911 through 1972. There was a marked difference between the champions prior to 1942 and those coming after that date.

The period of time from 1911 to 1942 was dominated by three

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<sup>6</sup>Indiana Interscholastic Athletic Association (1899), The Northwestern Indiana Athletic, Musical and Oratorical Association (1902), The Northern Indiana Athletic League (1904), Eastern Indiana High School Athletic League (1904), The Southern Indiana Athletic Association (1899).

# STATE TOURNAMENT ENTRIES 1911 AND 1912



SOURCE: THE INDIANAPOLIS NEWS,  
*Indiana High School Basketball*  
*Record Book*, 1973 EDITION

Figure 12.

factors: the success of the small high schools; the formation of three clearly defined core areas; and, the excellent coaching of a few men. After 1942, the state championships predominately belonged to the large cities.

1. Small Town, Core and Coach Era. Wingate, Thorntown, Lebanon, Martinsville, Franklin, and Frankfort are names that are well known to "Hoosiers" when they talk of the history of basketball within their state, but their era has long passed to make room for the much larger cities. Only Milan has given the smaller towns hope in the last three decades, for they defeated powerful Muncie Central in 1954 (Appendix A).

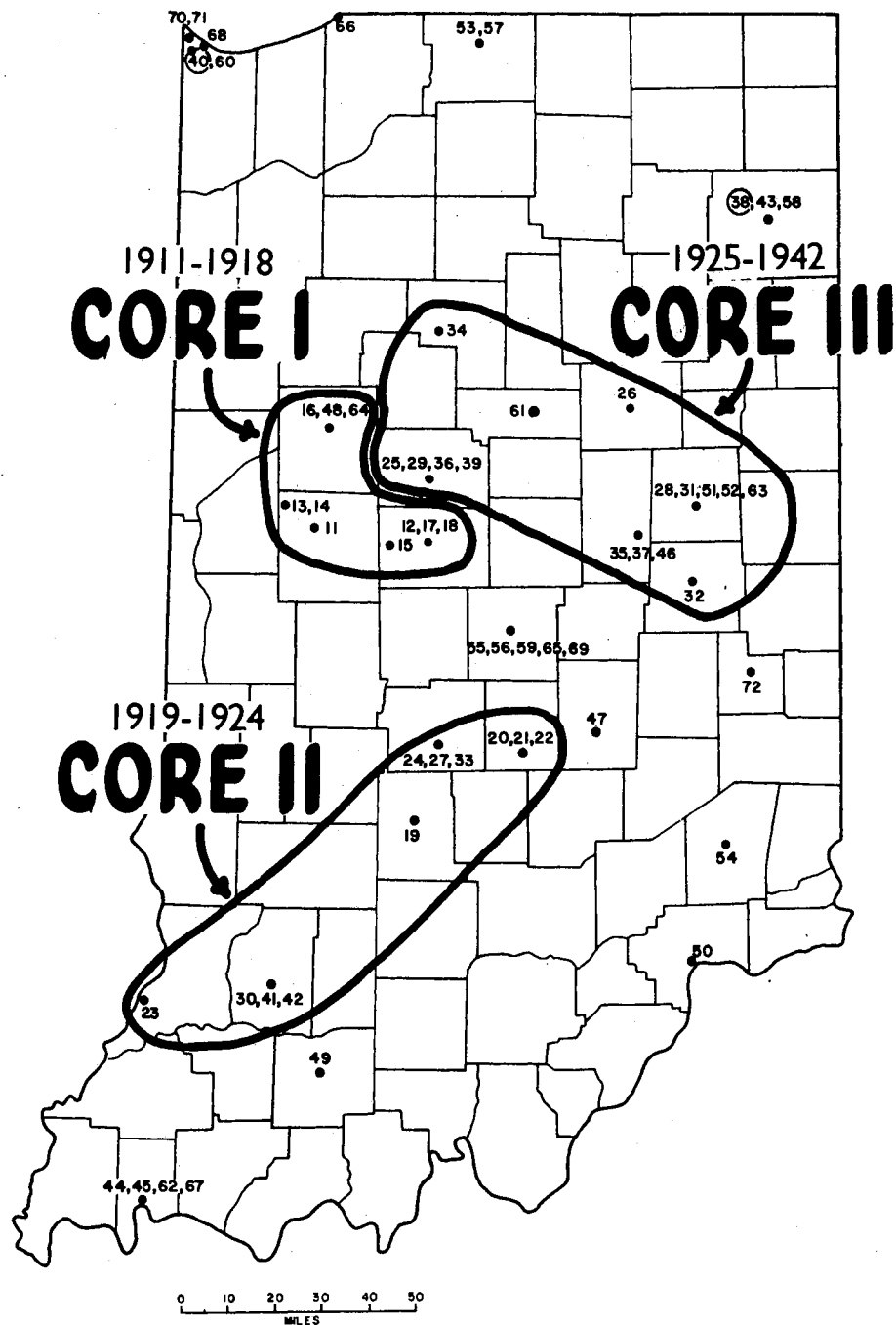
The "Golden Era" of the small towns helped in the overall development of basketball within the state. During this period, basketball penetrated the grass roots of the community system with a great deal of success and even today continues to play an important role. At every level of the state championship tournament, there was a higher percentage of small towns represented during this early period. This changed rapidly during World War II, and today if such a school reaches the finals, it rapidly becomes the "Cinderella" team.

One of the most interesting observations that can be made about the period of 1911 to 1942 is the development of three core areas (Figure 13).<sup>7</sup> Core I dominated during the years from 1911 through 1918, and included the three county area of Tippecanoe, Montgomery, and Boone. Core II, 1919-1924, was located in the southern part of the state extending from Knox and Daviess Counties in the southwest, to Morgan and Johnson Counties in the south central portion of the

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<sup>7</sup>Rensberger, p. 6.

# STATE HIGH SCHOOL CHAMPIONS 1911-1972 AND CORE AREAS 1911-1942



SOURCE: THE INDIANAPOLIS NEWS  
*Indiana High School Basketball  
Record Book*. 1973 EDITION

③⑧ ④⑩ STATE CHAMPIONS BETWEEN  
1911-1942 NOT IN CORE AREAS

Figure 13.

state. The last core, Core III, 1925-1942, was in the north central region of Indiana and extended from Delaware and Henry Counties in the east, to Cass and Clinton Counties in the west. Every championship team from this early period was from one of these three regions except two: Fort Wayne South in 1938, and Hammond Tech in 1940.

The core development during specific periods indicates that there must have been a great deal of local emphasis, enthusiasm, and interest among towns in close proximity to one another.

Convincing evidence of the [local] interest in the game of basketball in that area [i.e., Core I] is the fact that teams within a distance of approximately thirty miles of Crawfordsville won the state championship the first eight years the tourney was played; Crawfordsville, 1911; Lebanon, 1912, 1917, 1918; Wingate, 1913, 1914; Thorntown, 1915; Lafayette, 1916.<sup>8</sup>

Marion Crawley, considered by many as the Dean of Indiana basketball, strongly indicated in a personal interview that this interest and enthusiasm did play an important part in the development of strong pocket areas. He observed this during his coaching days at Washington High School (Core II). This contagion diffusion, interaction and circulation within local areas, is quite common.

Core III has proven to be one of the most powerful areas of the state throughout the entire history of Indiana basketball. This will be discussed in more detail later. The high school which has won the most state championships, Muncie Central (1928, 1931, 1951, 1952, and 1963), is located in this core.

This early period was also greatly influenced by individuals. There were eight men who won two or more championships, three of them

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<sup>8</sup>Schwomeyer, p. 15.

winning four apiece: Glenn Curtis, Everett Case, and Marion Crawley (Appendix A). These eight men accounted for twenty-three out of the thirty-two championships from 1911 through 1942. After 1942, there were only three coaches who won repeated victories, which amounted to six of the thirty tournaments played. Two of these coaches of the latter period won back-to-back championships, indicating a team which was fortunate enough to repeat. A good example of this would be the team led by the famous Oscar Robertson at Indianapolis Attucks and coached by Ray Crowe (1955 and 1956).

Another good example of diffusion is illustrated by some of the coaches representing the early period. Four of the coaches won championships at two different high schools. This indicates an individual relocation diffusion where, in the case of basketball, the style, philosophy, and enthusiasm of the person is carried from one place to another. Three of these men moved from one core to another: Glenn Curtis (Lebanon to Martinsville); Cliff Wells (Bloomington to Logansport); and Marion Crawley (Washington to Lafayette). The repeat coaches of the later period individually won their championships at only one school.

The process of diffusion can be demonstrated from the study of each of these three items during the early period of basketball in Indiana. Each has played an important role in this historical development.

2. Urban Center Era. After 1942, the larger cities (over 25,000 in population) took over as the state champions. This recent era has belonged to Indianapolis, Muncie, Ft. Wayne, Lafayette, Evansville, South Bend, Hammond, and East Chicago. Only one small town (under



5,000 in population) invaded this period, Milan in 1954. On four occasions medium sized cities (between 5,000 and 25,000 in population) took the top honor: Shelbyville, Jasper, Madison, and Connersville. Thus twenty-five of thirty-one championships were claimed by the big cities (Appendix A).

During the early period, 1911-1942, there were several men who were developed by the high school systems, both as players and as coaches, who successfully advanced to the collegiate ranks during the latter period. On the "winning-est coaches" list of 1970, published by the Converse Rubber Company, five Hoosiers were ranked within the top seventeen men mentioned: Tony Hinkle, Butler University; John Wooden, UCLA (played for Martinsville High School and Purdue University); Arad McCutchan, Evansville University; Angus Nicoson, Indiana Central College; and, Don Odle, Taylor University.<sup>9</sup> Therefore, almost one-third of the top coaches were from the state of Indiana. Another individual who would be comparable to those already mentioned is Everett Case, who won four state high school championships. In the latter years of his life he helped to develop a strong basketball system in the collegiate ranks in North Carolina.

There have been several rivalries that developed between these men which helped to keep the enthusiasm at a high pitch during the last three decades. The most interesting was between Nicoson (Indiana Central) and Odle (Taylor). They played against each other as college athletes, played with each other in the pro ranks, and have coached against each other in both high school and college.

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<sup>9</sup>Lord, Converse Basketball Yearbook, 1970, p. 66.

### III. Participation

A per capita participation index can be developed for each state for both high school and college participation. For example, in 1972 the number of United States high school boys participating in basketball was 670,000.<sup>10</sup> By dividing the number of 13-18 year old males by the number of basketball players, a ratio for the nation can be obtained. Each state can be compared with the national average. The participation norm can be represented by a value of 1.00. A brief regional analysis and a map presentation for high school participation on the national level is found in Rooney's manuscript, From Cabin Creek to Anaheim: A Geography of American Sport.<sup>11</sup> He also presented a paper at the Association of American Geographers national meeting held in Atlanta, Georgia, in 1973, entitled "The Geography of Participation in Interscholastic Sport: Toward Equal Opportunity in the United States."

Per capita participation in American high school athletics is characterized by extreme spatial variation.....Variation is related to income, population density, settlement patterns, tradition, attitudes toward sport, and the inertia that enshrouds the athletic establishment.....Equal opportunity to participate is far from a reality, and there is a great need for a major geographical reorganization of interscholastic athletics.<sup>12</sup>

Eight of the ten highest index rates of participation in high school basketball were found in and around the northern plains

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<sup>10</sup> Rooney, From Cabin Creek to Anaheim: A Geography of American Sport, p. 45.

<sup>11</sup> Ibid., pp. 49-51.

<sup>12</sup> John F. Rooney, Jr., "The Geography of Participation in Interscholastic Sport: Toward Equal Opportunity in the United States" (unpublished paper, Atlanta, Georgia, April, 1973), p. 1.

(North Dakota, Nebraska, Montana, Wyoming, Minnesota, Missouri, South Dakota, and Kansas). The southern plains and the midwest were also generally above the national average. The South, the Atlantic Seaboard, the lower West Coast, and the Northeast were low in participation.

High school basketball varies drastically between city and rural communities.....The abundance of small towns and lack of cities encourages a high degree of participation.....As a result high school basketball touches the lives of many more individuals in the small towns and has become a major focus of community attention.....It is apparent that only the best boys are playing high school basketball in Megalopolis. The 'city game' is for a select few, who are competing in what is generally a much tougher sport.<sup>13</sup>

"It is possible to examine collegiate athletics in much the same way as we have treated interscholastic sport."<sup>14</sup> This participation information is found in Table V, with all calculations based on the new data assembled by Rooney for the academic year 1971-72 and on the 1970 census figures.

The same participation concept can be used with a smaller area such as a state. The counties of Indiana have undergone a tremendous change just within the last two decades which is reflected in their school systems. Because of school consolidation and population changes, there has been an interesting shift in the opportunities for participation on the local level.

In the past, high school basketball participation varied greatly between city and rural communities. On the national level as can

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<sup>13</sup>Ibid., pp. 4-5.

<sup>14</sup>Rooney, From Cabin Creek to Anaheim: A Geography of American Sport, pp. 54-56.

TABLE V  
COLLEGIATE PARTICIPATION OPPORTUNITY INDEX  
1970-1971

	Number of Schools*	Per Capita Ratio*	Participation Index		Number of Schools	Per Capita Ratio	Participation Index
1. Alabama	19	181,263	1.09	27. Montana	9	77,111	2.55
2. Alaska	2	150,000	1.31	28. Nebraska	16	92,688	2.12
3. Arizona	5	354,200	.56	29. Nevada	2	244,500	.81
4. Arkansas	15	128,200	1.53	30. New Hampshire	9	82,000	2.40
5. California	58	344,017	.57	31. New Jersey	21	341,333	.58
6. Colorado	13	169,769	1.16	32. New Mexico	7	145,143	1.36
7. Connecticut	15	202,133	.97	33. New York	73	249,822	.79
8. Delaware	3	182,667	1.08	34. North Carolina	33	154,000	1.28
9. D. C.	8	94,625	2.08	35. North Dakota	8	77,250	2.55
10. Florida	19	357,316	.55	36. Ohio	46	231,565	.85
11. Georgia	20	229,500	.86	37. Oklahoma	18	142,167	1.38
12. Hawaii	3	256,333	.77	38. Oregon	16	130,688	1.51
13. Idaho	6	118,833	1.66	39. Pennsylvania	66	178,697	1.10
14. Illinois	44	252,591	.78	40. Rhode Island	6	157,833	1.25
15. Indiana	33	157,394	1.25	41. South Carolina	14	185,071	1.06
16. Iowa	26	108,615	1.81	42. South Dakota	12	55,500	3.55
17. Kansas	21	107,000	1.84	43. Tennessee	33	118,909	1.66
18. Kentucky	19	169,421	1.16	44. Texas	43	260,395	.76
19. Louisiana	16	227,562	.87	45. Utah	6	176,500	1.12
20. Maine	14	70,857	2.78	46. Vermont	9	49,333	3.99
21. Maryland	14	280,143	.70	47. Virginia	25	185,920	1.06
22. Massachusetts	36	150,028	1.25	48. Washington	14	243,500	.81
23. Michigan	31	286,290	1.45	49. West Virginia	17	102,588	1.92
24. Minnesota	24	158,542	1.24	50. Wisconsin	24	184,083	1.07
25. Mississippi	13	170,538	1.15	51. Wyoming	1	332,000	.59
26. Missouri	26	179,885	1.09				

\* Number of colleges and universities having basketball teams.

\* The 1970 census was used in all population calculations.

be seen from Rooney's study, there has generally been more opportunity for participation in rural states than in those considered as heavily urban.<sup>15</sup> This is evident by comparing, for example, North Dakota and Nebraska with New York and New Jersey.<sup>16</sup>

This was also true for the counties of the state of Indiana during the late 1950's and early 1960's. Within the last fifteen years, the rural counties have had a sharp reduction in the opportunity for participation; whereas, the urban areas have slowly increased. The ideal situation would be equal opportunity for participation in each Indiana county, a situation which seems to be developing.

The opportunity for participation is one variable to be considered in the attempt to understand area differences and to demonstrate regional variations. But it is not necessarily related to emphasis or strength. Most areas of the country provide athletic programs within their school systems, and basketball is the leading sport as far as the number of schools participating (20,101).

#### IV. Monetary Support

The problems of trying to obtain the total financial information and support in relationship to athletics are formidable. There are some published financial data that would indicate the magnitude of athletics in some areas of the nation, but again this would only give a partial analysis at best.

Gate receipts indicate regional variations as do the athletic

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<sup>15</sup>Ibid., pp. 49-51.

<sup>16</sup>Ibid.

budgets of individual schools. Most high schools and colleges in the state of Indiana depend heavily upon the gate receipts from the basketball games to either support completely or to defray a large part of the expenses pertaining to the rest of the athletic program. This, of course, would depend upon the scope of the athletic program. Within the state, basketball and football were about the only athletic events where there was an admission charge, and there were many more schools with basketball programs than football.

The role of basketball in Indiana can be better understood by comparing it with other areas. Oklahoma is a sharp contrast. Oklahoma schools have a basketball team, but the game plays a much smaller role in the total athletic program. It is not uncommon to have 5000-6000 people attend a football game or a wrestling match, but perhaps only 500-1000 would watch a basketball game. Even at the state high school basketball championships, there have been several occasions when the girls basketball teams have out-drawn the boys in attendance. It is understandable then, that football would be the bellwether of the athletic programs in Oklahoma; whereas, in Indiana, it would be basketball. This is a regional variation that is significant, but the statistical information is not always available for an in depth study. Even when a school does disclose its athletic budget, it is very difficult to determine the hidden costs, such as a coach who is also a teacher in the physical education department, or the athletic budget having the athletic facilities lumped into the total operating costs of the entire school.

In forty-eight of the states the annual high school basketball tournament is a very important financial endeavor. This is especially

so in the state of Indiana. Each of the participating schools within Indiana receives some financial benefits from this extravaganza. On the average there are about 1.5 million people who attend this event each year with the total gate receipts ranging from slightly under one million dollars in 1957, to a record high of \$1,703,615 in 1970.<sup>17</sup> For a four week high school event, this represents a great deal of enthusiasm and money.

#### V. Attendance

Attendance figures are usually more readily available to the public than financial information. Game attendance is a good indicator of the interest level generated by basketball.

On the Indiana high school level it is difficult to find much variation in attendance at basketball games because "Hoosier Hysteria" is ubiquitous. In most high schools, tickets to the basketball games are considered as prized items, and during the state tourney, much energy is expended attempting to get a ticket.

On the collegiate level, there are attendance records published yearly for most schools by the Converse Rubber Company. Some variations in distribution could be made nationwide, but there would be difficulties in evaluation and analysis due to differences in the size of institutions, number of games played, differences in budgets, and, differences in the seating capacities available for each school.

A simple regional distribution map was constructed to show the comparisons among the states in collegiate attendance as it relates to

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<sup>17</sup> Rensberger, p. 27.

the top thirty colleges and universities in basketball over a four year period (Figure 14).

The leading state was North Carolina, having an average 3.25 colleges represented in the top thirty from 1968 to 1971. All the other leaders were found in the Mid-West: Kentucky, 3.00; Kansas, 2.75; Indiana and Ohio, 2.25; and Iowa, 2.00. The leading individual institution three out of the four years studied was UCLA. It was also the only collegiate team representing California in the top thirty each of those years.

#### VI. Press Coverage

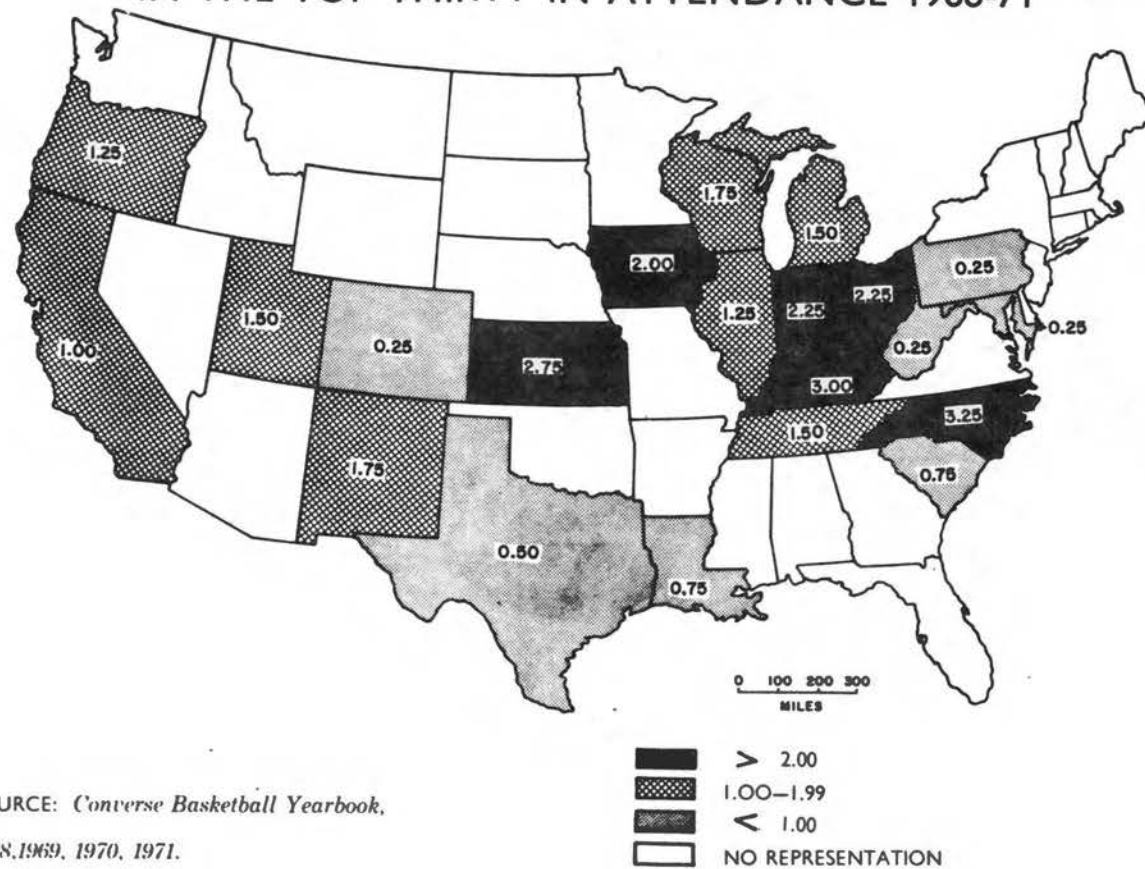
The amount of press coverage related to basketball is another measure of interest, but it would be a long process if conducted properly. One could actually select representative newspapers throughout the nation and literally measure the lines on the sport pages and make a comparison on the per cent of news generated for one sport over a year's time. This would have to be done several years in succession in order to compensate for years or events of unusual emphasis.

#### VII. Facilities

Facilities do vary slightly across the country, but due to consolidations and the use of collegiate gymnasiums, it is becoming increasingly difficult to use this as a major variable in the analysis process. For the most part Indiana is noted for excellent basketball facilities throughout the state. Indiana, Purdue, and Butler (Hinkle) fieldhouses are used consistently by both collegiate and high school teams, and they seat 17,427, 14,125, and 14,943 respectively. Most



# AVERAGE NUMBER OF COLLEGIATE INSTITUTIONS RANKING IN THE TOP THIRTY IN ATTENDANCE 1968-71



SOURCE: *Converse Basketball Yearbook*,  
1968, 1969, 1970, 1971.

Figure 14.

of the colleges within the state have adequate gymnasiums with a very few exception.

Figure 15 shows the locations of the largest twenty-seven gymnasiums located within Indiana, all exceeding 5,000 seating capacity. New Castle has the largest gymnasium in the state, and several administrators claim that it is the largest high school gymnasium in the country (9,325).<sup>18</sup> The seating capacity of each facility relative to the total population of the city in which it is found is presented in Figure 15.

Most of the largest cities are not represented in the top twenty-seven (Indianapolis, Fort Wayne, Evansville, South Bend, etc.). Most of these have large municipal auditoriums or collegiate gymnasiums that are used by several of the high schools located within the area. Exceptions to this would be Gary West (7,300), Hammond (5,170), Anderson (8,998), and Muncie Central (6,900). Each of these is a relatively large city, from 175,500 to 69,000, and the gymnasium is part of the school facilities.

Several of the small towns have very large facilities relative to their populations (Figure 15). Excellent examples would be Southport, with a population of only 2,317 and a gymnasium capacity of (7,290); Paoli, 3,281 (5,072); Huntingburg, 4,794 (6,214); Boonville, 5,736 (5,061); and, Seymour 13,352 (8,422). These figures again indicate a very strong interest in the local basketball team.

Rooney in his manuscript speaks of how facilities and attendance

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<sup>18</sup>Ibid., p. 23.

# INDIANA'S LARGEST HIGH SCHOOL GYMNASIUMS

1972-1973

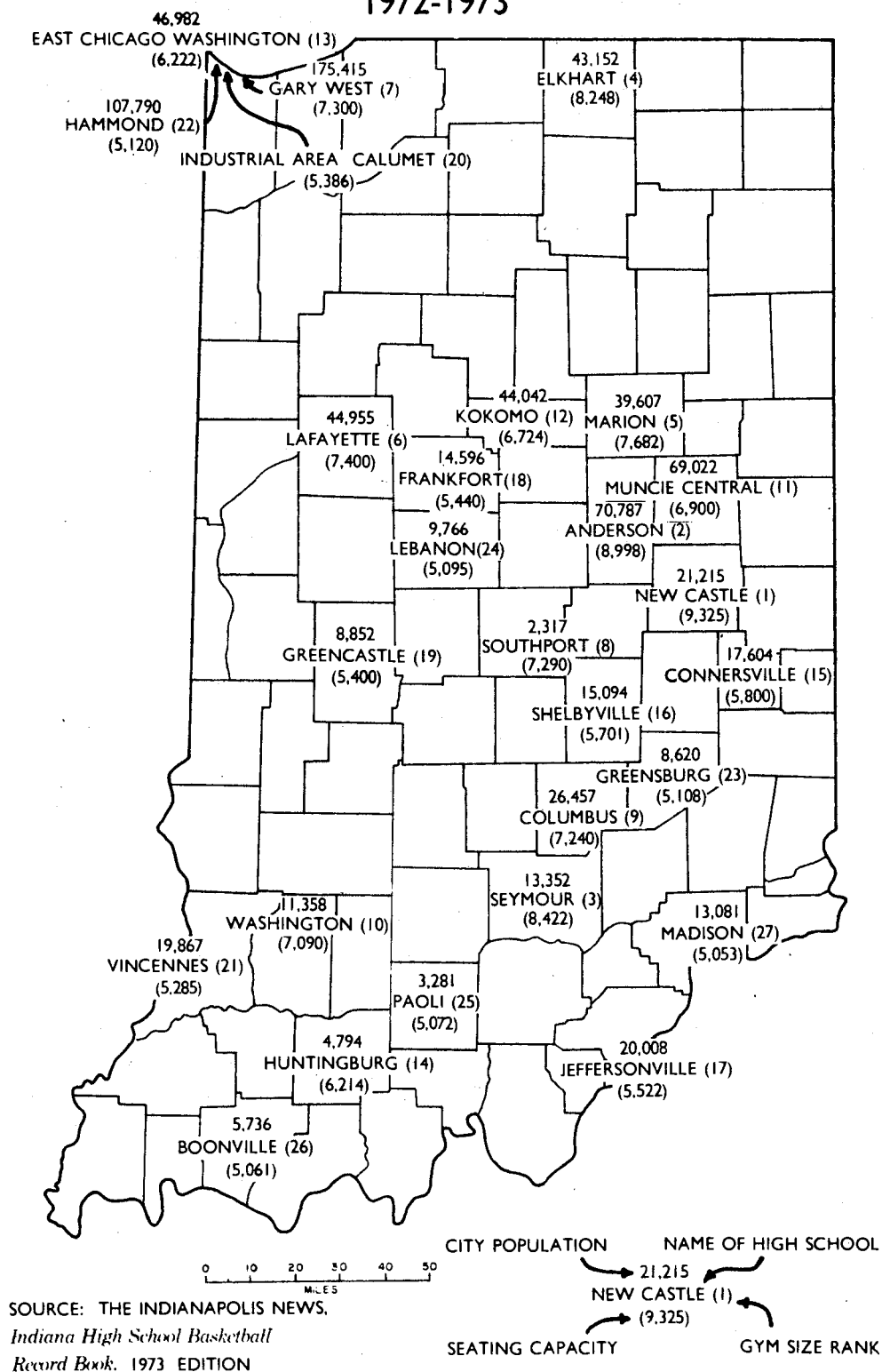


Figure 15.

can be used to show how one sport varies from another on the local level.<sup>19</sup> In his example, football was compared with basketball in several towns located in Indiana. In almost every case basketball ranked higher than football in emphasis and interest.<sup>20</sup>

### VIII. Distribution of Player Production

#### A. Sample

The sample for the individual counties was the same that was used for the states mentioned in Chapter III and listed in Table I. For the state of Indiana, the county was used in finding distributional variations.

#### B. Methodology

To determine county production, again both total production and per capita production was used. The index system developed on the national level was continued on the state level. The county indexes were computed for all the counties in the nation producing collegiate basketball players. Therefore, the norm for Indiana would be 2.31, which was its national index. Counties within Indiana having an index higher than the norm were producing more than the average for the state in relationship to the population. The opposite holds true for those which had a lower index. A complete listing for both total production and per capita production for the state is given in Table VI.

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<sup>19</sup>Rooney, From Cabin Creek to Anaheim: A Geography of American Sport, pp. 148-150.

<sup>20</sup>Ibid., p. 149.

TABLE VI  
TOTAL AND PER CAPITA PRODUCTION OF INDIANA COUNTIES  
1971-1972

	Total Production	Total Production Index	Major College Production Index		Total Production	Total Production Index	Major College Production Index
Adams	2	2.24	-----	Lawrence	6	4.74	5.15
Allen	12	1.29	2.33	Madison	26	5.65	3.3
Bartholomew	5	2.64	3.43	Marion	52	1.97	2.8
Benton	-	-----	-----	Martin	6	16.45	23.8
Blackford	1	1.89	4.11	Miami	2	1.53	1.66
Boone	8	7.79	8.46	Marshall	-	-----	-----
Brown	1	3.32	7.21	Monroe	3	1.06	-----
Carroll	-	-----	-----	Montgomery	3	2.66	3.85
Cass	2	1.49	-----	Morgan	1	.68	-----
Clark	7	2.77	1.72	Newton	-	-----	-----
Clay	2	2.51	2.73	Noble	1	.96	-----
Clinton	1	.98	2.14	Ohio	-	-----	-----
Crawford	2	7.49	8.13	Orange	-	-----	-----
Daviess	4	4.52	4.91	Owen	-	-----	-----
Dearborn	2	2.04	-----	Parke	3	6.18	8.04
Decatur	2	2.64	5.74	Perry	2	3.15	6.84
De Kalb	4	3.9	6.35	Pike	3	7.34	15.94
Delaware	10	2.33	3.56	Porter	7	2.42	3.75
Dubois	3	2.92	2.11	Posey	1	1.38	-----
Elkhart	5	1.19	2.58	Pulaski	-	-----	-----
Fayette	2	2.29	-----	Putnam	8	8.93	7.27
Floyd	3	1.62	2.35	Randolph	3	3.12	-----
Fountain	5	8.24	14.3	Ripley	3	4.27	3.09
Franklin	4	7.1	3.85	Rush	-	-----	-----
Fulton	1	1.77	-----	St. Joseph	19	2.33	1.86
Gibson	-	-----	-----	Scott	1	1.75	3.81
Grant	6	2.15	1.55	Shelby	2	1.59	1.73
Greene	-	-----	-----	Spencer	-	-----	-----
Hamilton	6	3.31	3.59	Starke	-	-----	-----
Hancock	2	1.71	3.72	Steuben	-	-----	-----
Harrison	1	1.47	3.2	Sullivan	1	1.51	3.28
Hendricks	6	3.34	4.84	Switzerland	2	9.54	-----
Henry	7	4.	6.2	Tippecanoe	7	1.92	1.19
Howard	7	2.53	3.14	Tipton	4	7.22	7.84
Huntington	2	1.72	1.87	Union	-	-----	-----
Jackson	7	6.43	9.83	Vanderburg	10	1.78	2.71
Jasper	2	2.94	6.39	Vermillion	2	3.58	3.89
Jay	2	2.55	-----	Vigo	4	1.05	1.71
Jefferson	5	5.57	2.42	Wabash	3	2.54	-----
Jennings	1	1.55	-----	Warren	-	-----	-----
Johnson	1	.49	1.07	Warrick	-	-----	-----
Knox	6	4.34	3.14	Washington	-	-----	-----
Kosciusko	6	3.75	4.07	Wayne	11	4.18	4.13
Lagrange	1	1.44	-----	Wells	1	1.26	2.74
Lake	34	1.87	1.55	White	3	4.3	6.22
La Porte	7	2.	3.1	Whitley	1	1.29	2.79

### C. Distribution

It is important to note the involvement of most of the state in basketball player production. Seventy-two of the ninety-two counties in the state were producing above the national norm (1.00), although there were a few sections that could be classed as poor producing areas.

As in the case of national production, Indiana production was related to county population (Figure 16). Seven of the top eight counties in total production were also leaders in population. Marion and Lake Counties ranked one and two in population, and they were also the leaders in player production, 52 and 34 respectively. Madison (26), St. Joseph (19), Allen (12), Wayne (11), Delaware (10), and Vanderburg (10) Counties showed strong production tendencies. Several of the major cities were located in these counties: Indianapolis, Gary, Hammond, South Bend, Fort Wayne, Anderson, Muncie, Richmond, and Evansville.

Three belts of high production are apparent (Figure 16). A northern belt starts in Lake County and continues eastward to St. Joseph County. A tail to this belt can be noticed dipping down to Allen County. By far the largest belt passes through northcentral Indiana. There is a strong concentration found in Wayne, Henry, Delaware, Madison, and Marion Counties, with satellite counties completely surrounding them. There is a small belt in the south, going from Knox County to Jackson County. The urban areas around Evansville, Indiana, and Louisville, Kentucky, are also important.

To help in the evaluation process concerning distribution, all the colleges and universities within the state of Indiana were

# TOTAL PRODUCTION OF COLLEGE PLAYERS BASKETBALL SAMPLE 1971-1972

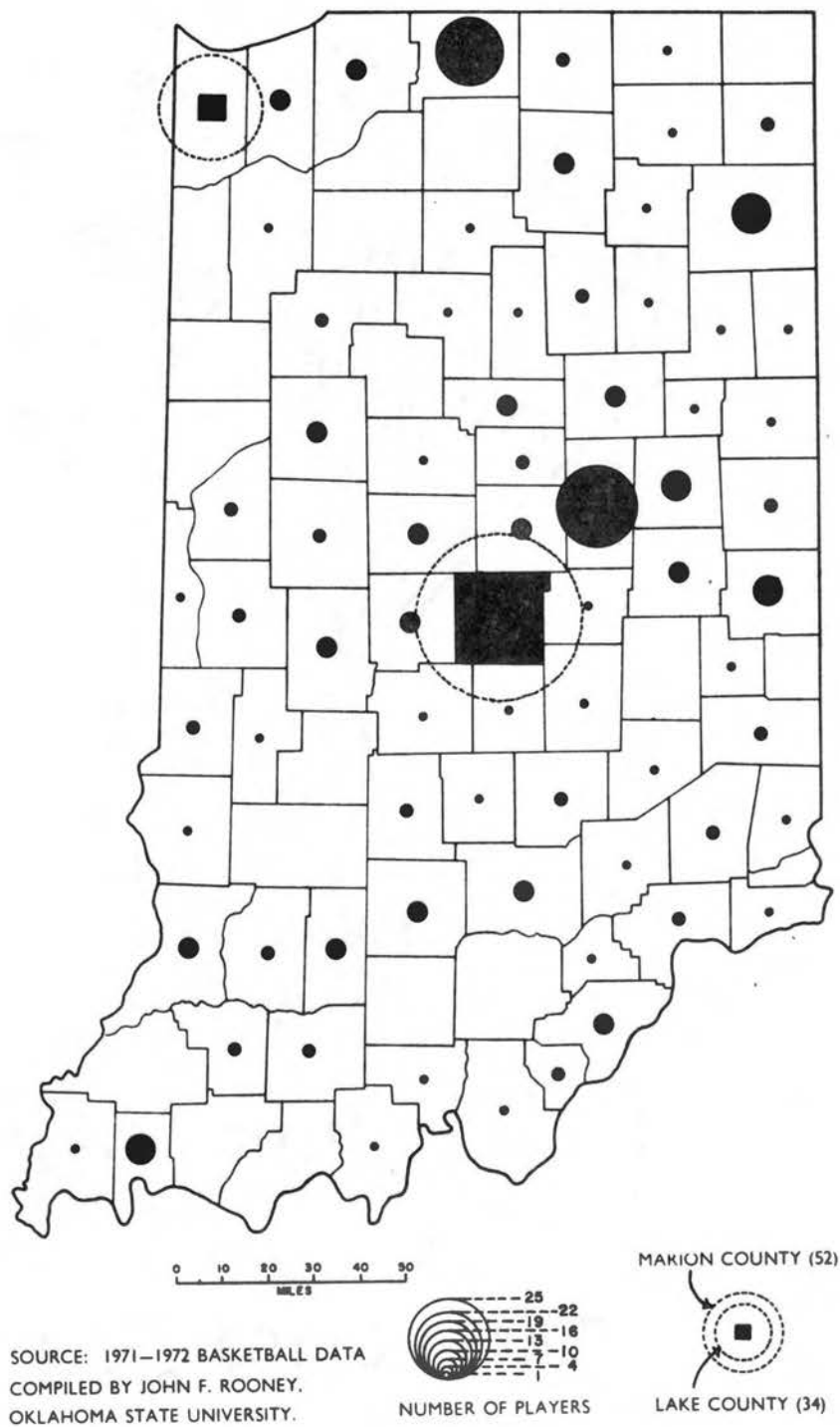


Figure 16.

studied in relationship to where they were obtaining their basketball players. 73.7 per cent of the NCAA players and 67.3 per cent of the NAIA players came from within the state.<sup>21</sup> These percentages are significant enough to help in this evaluation process. Figure 17 indicates which counties these players were from. There was a great deal of similarity with Figure 16, which dealt with the national sample. This helps to support the earlier findings.

There are a few changes in Figure 17 worth noting. The analysis revealed that Elkhart, Allen, Grant, and Vanderburg Counties indicate sharp increases which might be explained by the number of colleges found within these counties. There were four colleges in Allen County, two each in Grant and Vanderburg Counties, and one in Elkhart County. Even though there were these few noticeable changes, the three belts of strength noted earlier, were still present.

Since there was a significant correlation between total production and county population, the per capita index system was also used on the county level. As indicated in the methodology section, the state would have a norm of 2.31 for these indexes. Figure 18 uses five intervals to show the per capita origin of basketball players from the national sample for the state. The lowest category is for those seventeen counties with no production. The other intervals were determined by evenly dividing counties into categories, two above the state norm, and two below it. None of the top eight counties in terms of raw production

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<sup>21</sup>NCAA stands for the National Collegiate Athletic Association and NAIA indicates the National Association of Intercollegiate Athletics. There were twelve NCAA schools and twenty-two NAIA schools located in the state of Indiana in 1971-72.



TOTAL PRODUCTION OF BASKETBALL  
PLAYERS ATTENDING ALL THE INDIANA  
COLLEGES AND UNIVERSITIES 1971-1972

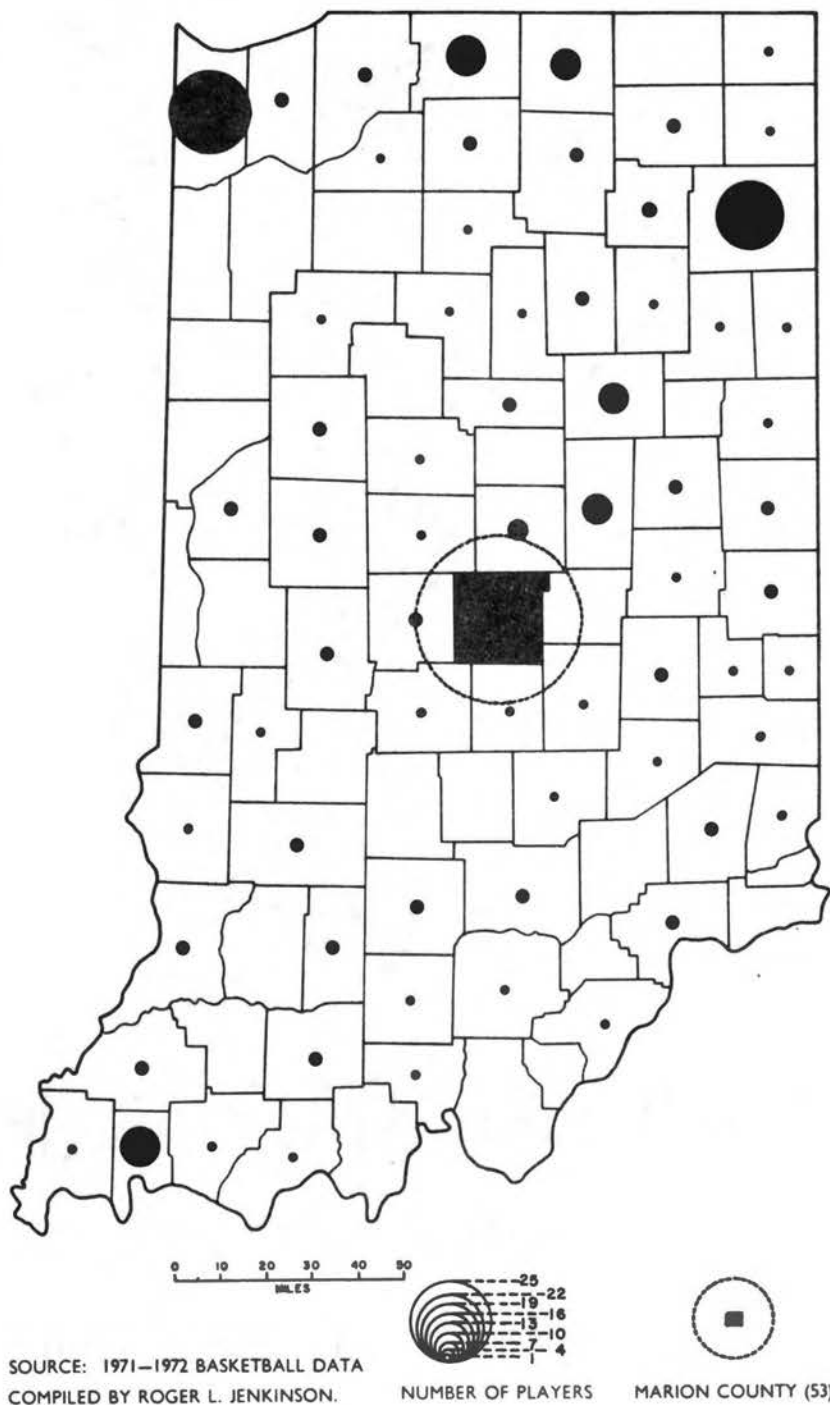


Figure 17.

PER CAPITA ORIGIN OF COLLEGE PLAYERS  
BASKETBALL SAMPLE 1971-1972

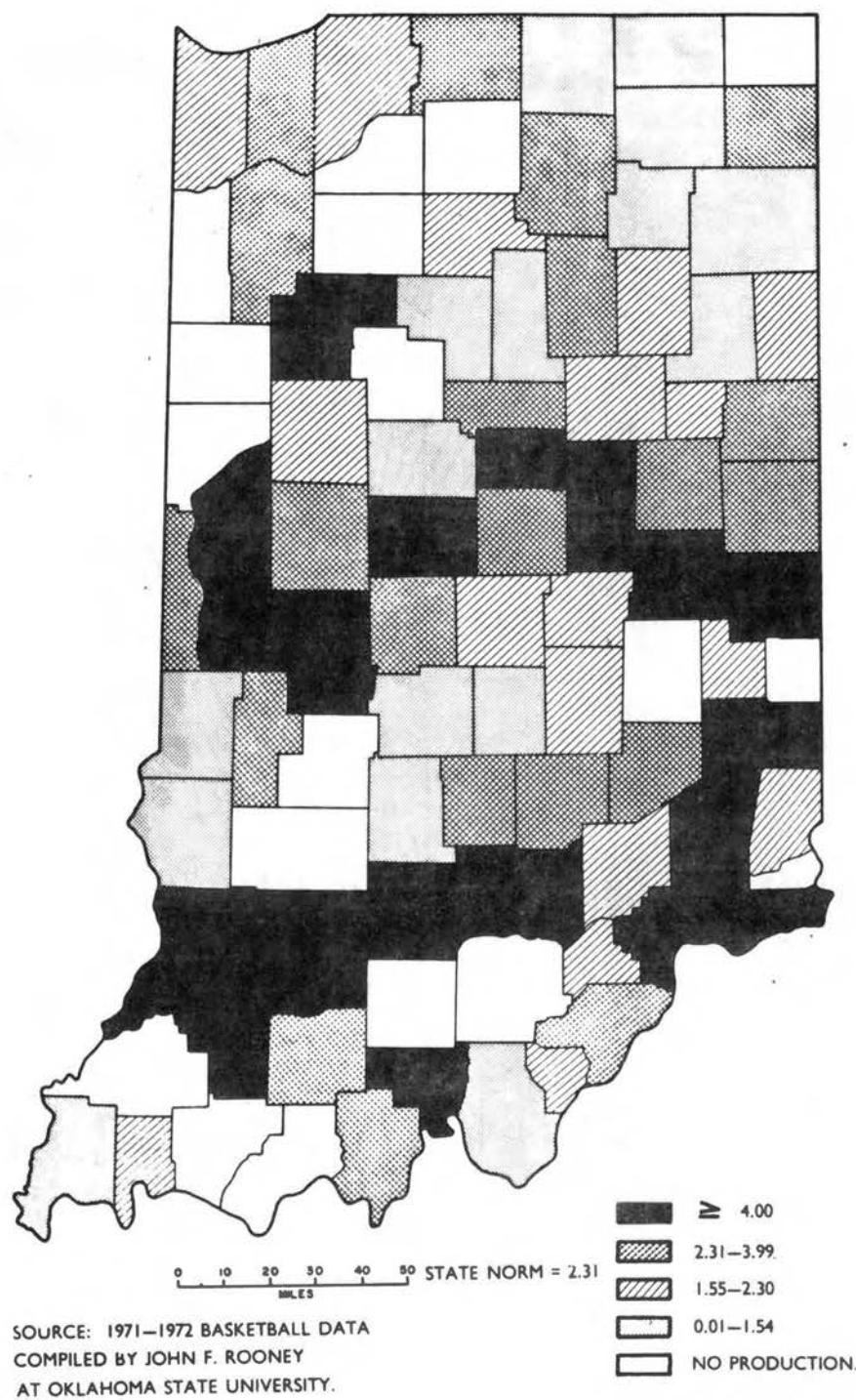


Figure 18.

were among the leaders for per capita production. In fact, only half of them fell above the state norm. However, the three belts were still apparent; although, the southern one was stronger than the one found in the north. The reason for this could be that the larger populations of the northern counties pulled them down when the per capita indexes were calculated. The north central belt was still visible, but it snaked around Marion County (Indianapolis) and extended clear across the state.

Several weak areas continued to be present. Comparing Figures 16, 17, and 18, the weakest counties were found in the northeast corner; along the western border and spreading out in the north, in the south central tier of counties, and in the south western corner, except for Vanderburg County.

An average ranking between total production and per capita production was also done for the counties of Indiana. Figure 19 gives the top forty counties according to that average ranking. Forty was the approximate number of counties that fell above the index norm for Indiana (2.31) when the per capita productions were calculated and placed in Figure 18. With only a few modifications, the counties seem to fall into alternating tiers between good and poor production. Without the lower three categories present on the map, the three belts discussed earlier are very distinguishable. The same weak areas are also present. Figure 19 is a summary map to indicate those areas within the state of Indiana that should be considered good to excellent producers of collegiate basketball players.

PER CAPITA PRODUCTION INDEX COMBINED  
WITH TOTAL PRODUCTION OF COLLEGE PLAYERS  
BASKETBALL SAMPLE 1971-1972  
TOP FORTY COUNTIES

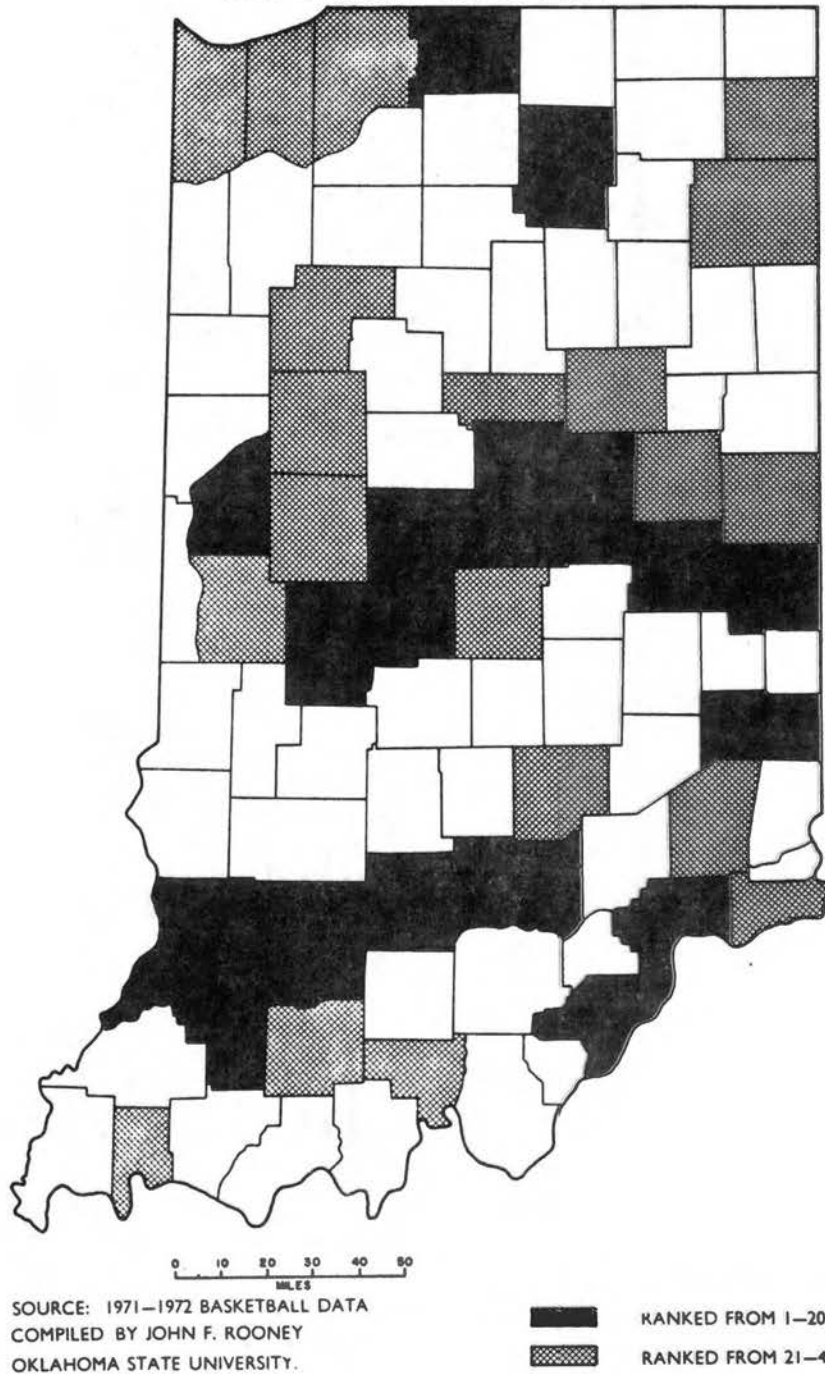


Figure 19.

## IX. Indiana Distribution of High School

### All-Star Players

In the previous section, the discussion centered on the number of high school basketball players that ventured into the collegiate ranks. Again, this was emphasizing quantity, not necessarily quality. One variable that measures the quality aspect of players would be the high school all-stars who are chosen yearly by selected individuals from throughout the state. The first all-star team was selected in 1939, and the practice has continued to the present.<sup>22</sup>

Figure 20 shows the total production, by county, of all-star players from 1939-1970.<sup>23</sup> The greatest number came from the north central belt developed earlier, with the largest amount coming from Marion County (Indianapolis). Other strong counties in this area were Delaware (Muncie), Madison (Anderson), Tippecanoe (Lafayette), and Howard (Kokomo). The northern belt was still noticeable, being mainly supported by Lake, St. Joseph, and Allen Counties. The southern belt has almost disintegrated, with only three important counties -- Vanderburg, Jefferson, and Dubois. The relatively weak areas shown earlier were still present.

A central core within the belt system discussed earlier included the cities of Muncie, Anderson, Kokomo, and Marion, with extensions to Indianapolis and Lafayette. These counties were strong in collegiate production and consistently strong at the high school level.

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<sup>22</sup>Since 1940, there has been a game between Indiana and Kentucky.

<sup>23</sup>Schwomeyer, pp. 323-326.

# TOTAL PRODUCTION OF INDIANA HIGH SCHOOL BASKETBALL ALL-STARS 1939-1970

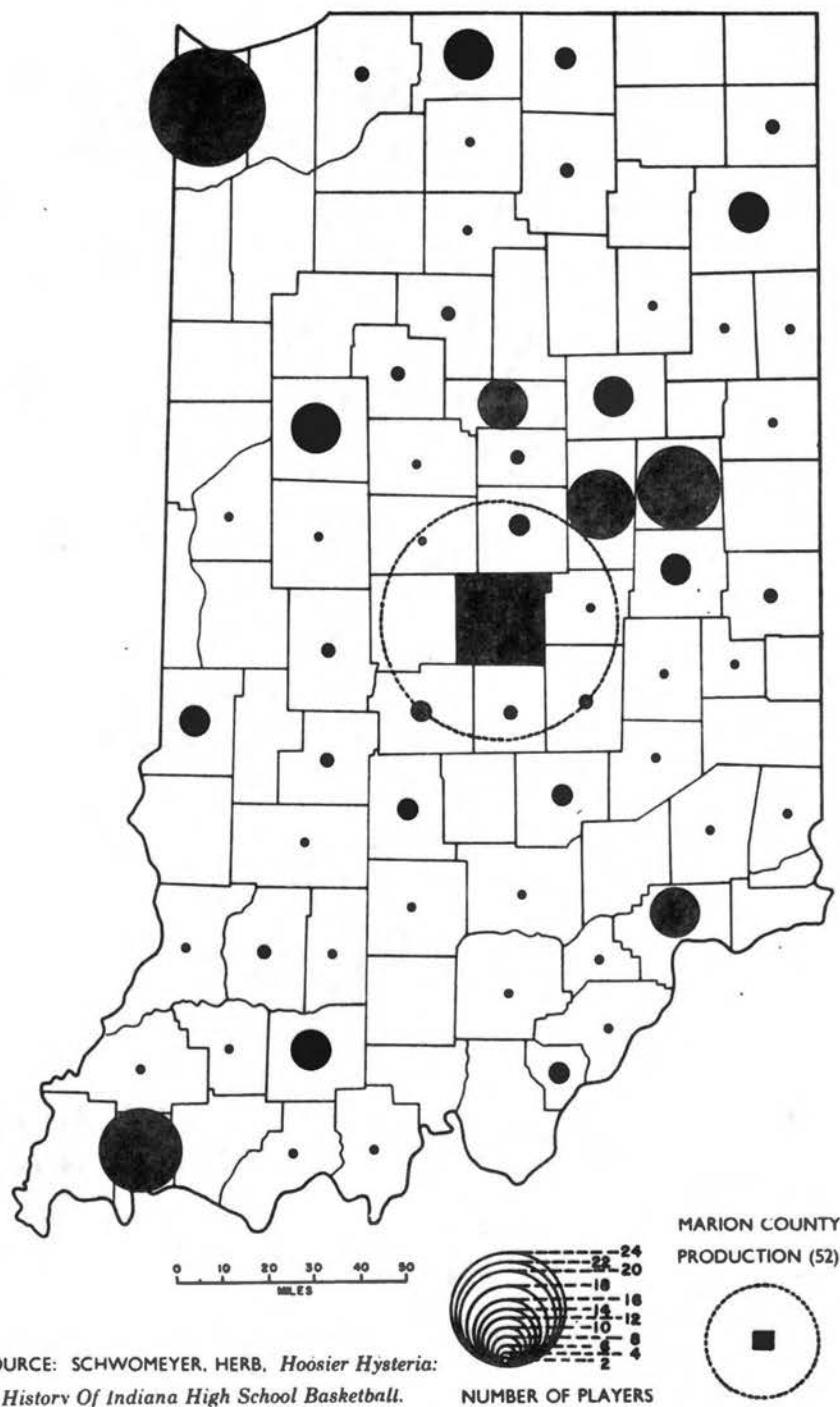


Figure 20.

This does not mean that other counties throughout the state were not significant when it comes to basketball, for Lake, St. Joseph, Allen, and Vanderburg are; however, they are somewhat isolated from any cluster of strength.

#### X. Indiana Distribution of High School

##### Championship Teams

The high school athletic association conducts each year a well organized basketball tournament within the state of Indiana.<sup>24</sup> Every team competes on the same level and the tournament is divided into four parts. In 1972, there were 426 high school teams competing for 64 sectional championships, the first step toward the state crown. Although the number of schools entered each year in sectional play has varied greatly (Figure 21), in recent years, the trend toward high school consolidation has gradually reduced the number participating.

The 64 sectional champions continue competing during the next week for sixteen regional titles. These sixteen winners, called the "sweet sixteen," battle for the four semi-final positions the following week. Finally after one month's time, there is a state champion crowned from the final four teams. This has been going on since 1915, the year the sectional tournaments began. The state tournament actually had its beginning in 1911; but it did not follow the above sequence until after 1915.

The study of these championship high school teams offers another variable in distributional analysis. Basketball strength and emphasis

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<sup>24</sup>Yates, pp. 52-76.

## SECTIONAL TOURNAMENT ENTRIES

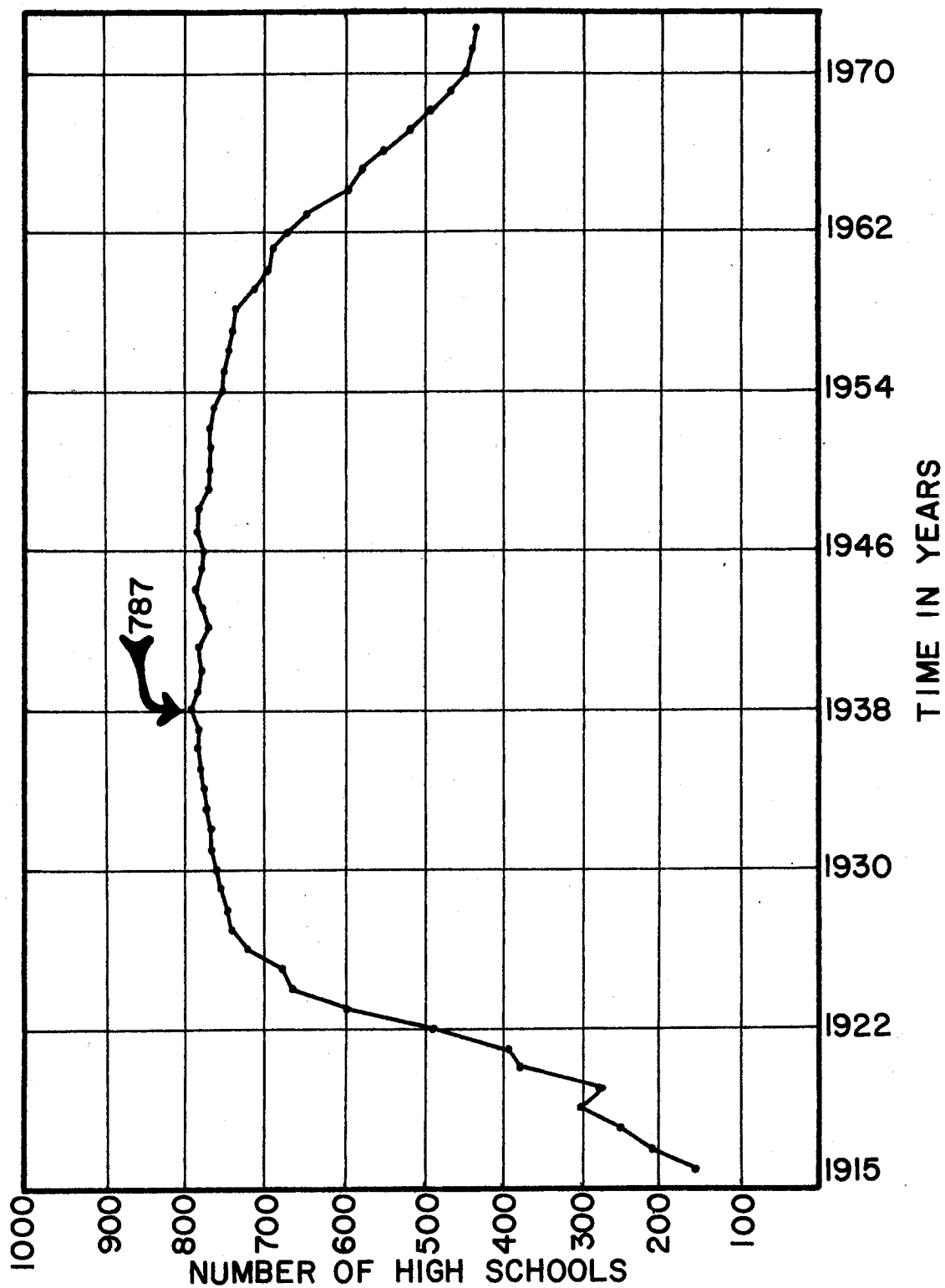


Figure 21.



can be detected by determining the locations of the championship teams over a span of time. The better teams would be those consistently reaching the top levels of competition; the "sweet sixteen," the "final four," and the state championship. The champions of each of these levels were tabulated by county of origin over the entire period of time, 1911-1972, that the tournament was held. The results of these tabulations were then placed on maps for further distributional analysis.

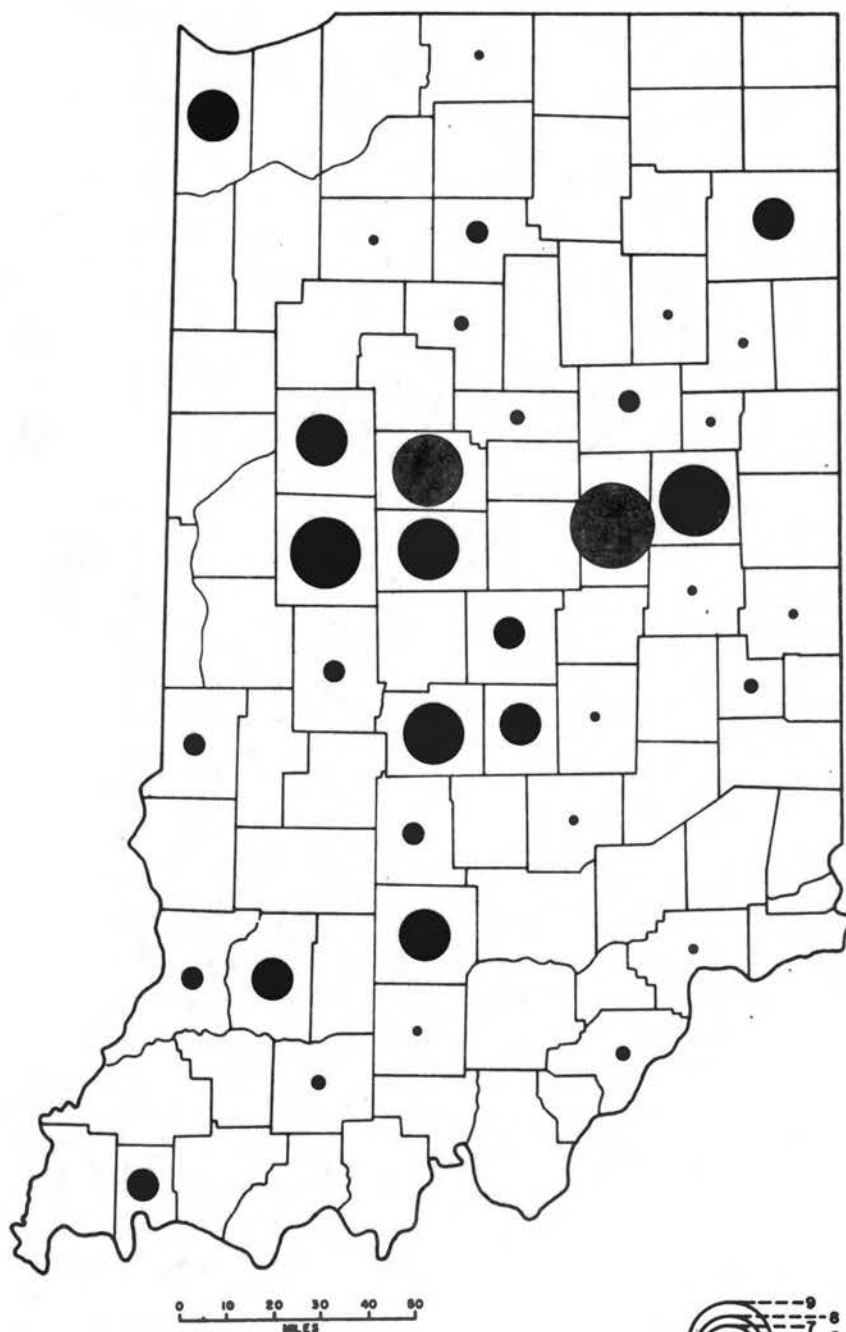
Figure 13 gives the location of each of the state champions. Distribution of these teams has been greatly effected by the two periods of time mentioned earlier. The period from 1911-1942 was dominated by the three early core areas with the latter period, 1943-1972, controlled by the larger urban centers. The next step was to see if this pattern was also present at the "final four" stage for these two periods of time.

Figure 22 and Figure 23 definitely show that this trend was present at the "final four" level. The three core areas are predominate in Figure 22, with three satellite areas: Lake, Allen, and Vanderburg Counties. There is no question in Figure 23 that the counties of highest population controlled the later period.

An overlay of these two maps (Figure 22 and Figure 23) also shows the three production belts developed earlier in this chapter, with the strongest still being the north central belt.

All trends continue at the "sweet sixteen" stage (Figure 24). The inner-core, Muncie to Indianapolis to Lafayette, stands out very clearly on this map. Very little could be studied by locating the

# TOTAL NUMBER REPRESENTED IN THE FINAL FOUR BASKETBALL CHAMPIONSHIP 1911-1942



SOURCE: THE INDIANAPOLIS NEWS.  
*Indiana High School Basketball  
Record Book*, 1973 EDITION.



Figure 22.

# TOTAL NUMBER REPRESENTED IN THE FINAL FOUR BASKETBALL CHAMPIONSHIP 1943-1972

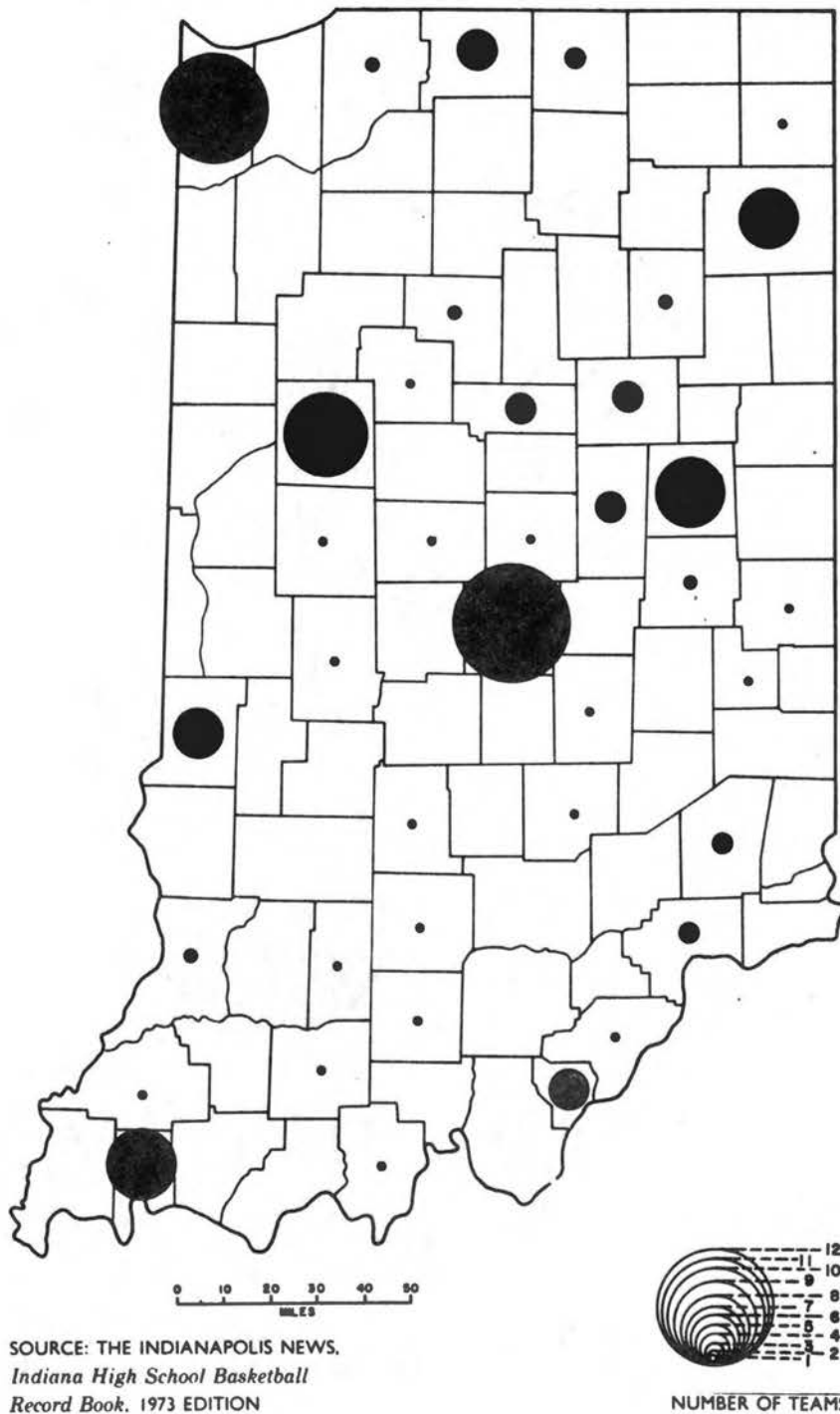


Figure 23.

## APPEARANCES IN INDIANA SWEET SIXTEEN

## HIGH SCHOOL BASKETBALL TOURNAMENT

1911 - 1972

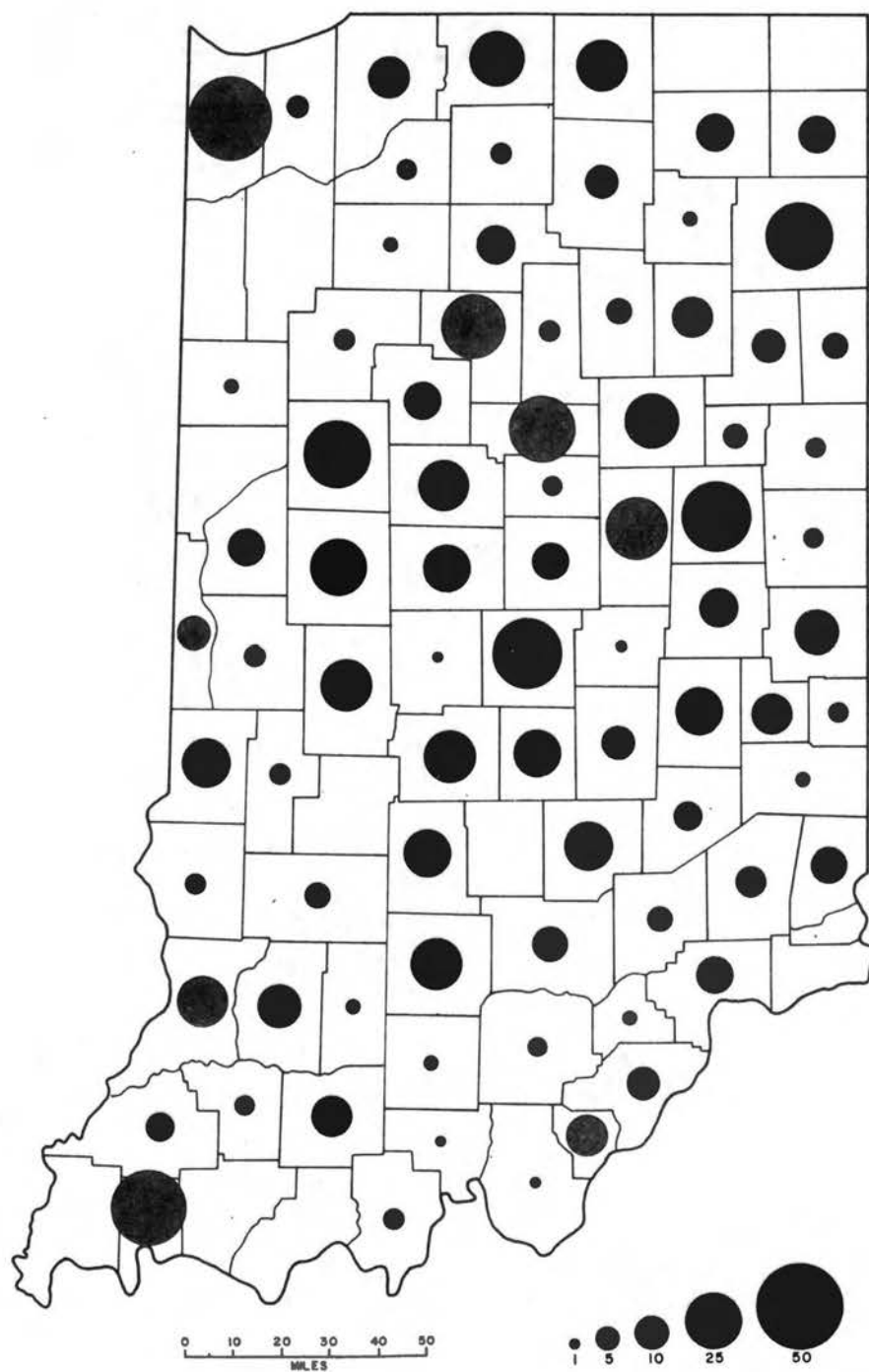


Figure 24.

sectional champions, because the 64 sections are somewhat evenly distributed throughout the state by the state athletic association.

## XI. Summary

Within the state of Indiana, the cumulative distributional pattern has become quite clear. There are three belts of production. The northern belt extends from Lake County to Elkhart County, then dipping down to Allen County. The strongest belt is found across the north central portion of the state. This includes several basketball-minded cities like Indianapolis, Marion, Kokomo, Lafayette, Anderson, and Muncie. Muncie is considered as the high school basketball capital of the state because of its five state championships. The third belt is found in the southern portion of the state. This is a narrow section that begins in Know County in the west, to Jefferson and Ripley Counties in the east. There are two satellite areas around Evansville, Indiana, and Louisville, Kentucky. A more detailed regionalization for the state will be presented in a later chapter.

## CHAPTER V

### THE SPATIAL STRUCTURE OF INDIANA BASKETBALL

#### I. Introduction

Another very important geographical concept is that of spatial organization. "In simplest terms, we can view the spatial organization of sport from two levels. The function of one level is the promotion of mass participation, while the other is designed to market sport as an entertainment medium for the spectator."<sup>1</sup>

This mass participation activities are designed to serve as many people as possible and are geared to encourage participation in small groups. Professional sports and "big time" intercollegiate athletics are activities that are oriented toward the spectator. It should be assumed that there is some overlapping in today's sports world between the two. "College and university sport fits somewhat nebulously between the professional and youth-oriented activities."<sup>2</sup>

The spatial organization of sport can be depicted as a pyramid, with professional sport located at the tip, and the mass participation activities forming the base. It is from this base that the talent which stocks the professional teams is developed, gradually moving upward to the pinnacle, but only after a harsh selection process removes most of the original aspirants.<sup>3</sup>

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<sup>1</sup>Rooney, From Cabin Creek to Anaheim: A Geography of American Sport, p. 41.

<sup>2</sup>Ibid., p. 42.

<sup>3</sup>Ibid.

In the United States, organized sport is easily examined at three levels of competition: interscholastic, intercollegiate, and professional. This chapter will only be concerned with two of the three levels of competition -- i.e., interscholastic and intercollegiate -- since Indiana presently has only one professional team, the Indiana Pacers of the American Basketball Association.

## II. Indiana Interscholastic Organization

Interest in all athletics was high in most [Indiana] communities, but a lack of proper supervision on the part of school administrators made inter-school competition difficult, and in some instances, impossible. Inconsistencies in playing areas, game officials whose only qualifications were often a willingness to act as referee, and other problems too numerous to mention, caused no end of difficulties for all concerned.<sup>4</sup>

This was the situation in the high schools of Indiana when basketball developed in the 1890's. The athletic program in the high schools at that time was usually self-governing. In many situations a coach or team manager was someone from the local community who volunteered his services for the athletic program of the high school. In spite of the many problems, enthusiasm for the game of basketball was growing in the state. "Games were played, meets were held, and rivalry often ran high, but the absence of a central organization and a uniform standard of eligibility made disputes frequent and a fair judgment of the relative strength of teams impossible."<sup>5</sup>

Several leagues were formed within the state, but interest was

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<sup>4</sup>Schwomeyer, p. 18.

<sup>5</sup>Ibid.

concentrated in small regional areas, and no attempt was made for a much broader influence throughout the state.<sup>6</sup>

The first attempt at a broader unity of standard among the high schools at large was made at the meeting of the Northern Indiana Teachers' Association at Richmond, in April, 1903. At this meeting a conference of high school principals and teachers outlined a minimum standard of eligibility for membership on athletic teams, which any and all high schools of the state were asked to adopt. This code, known as the Richmond agreement, was extensively discussed and was employed in many of the meets held in the gas belt and neighboring counties.<sup>7</sup>

This agreement was a step in the right direction, but its major defect was the absence of a central organization to give direction and to have executive control.

At this time, the principal of Anderson High School, J. B. Percy, called a meeting of interested individuals on December 5, 1903, to consider the possibility of forming a State High School Athletic Association. At this meeting, a provisional constitution was adopted, based on the constitution of the Wisconsin Interscholastic Athletic Association.

At the meeting of the State Teachers' Association in Indianapolis, on December 29, 1903, this provisional constitution was again taken up by the high school men of the state, and after a vigorous discussion and numerous amendments it was finally adopted.<sup>8</sup>

On March 1, 1904, fifteen high schools had joined this new organization, and by December 15, of the same year, there were seventy-one members.

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<sup>6</sup>One of the largest and, considered by some, the oldest such league was the Southern Indiana Athletic Association. The one with the most extensive organization was the Indiana Interscholastic Athletic Association, which was organized in 1899 and included some Indianapolis schools.

<sup>7</sup>Schwomeyer, p. 18.

<sup>8</sup>Ibid., p. 19.



Figure 21 of Chapter IV, gives some indication of the historical progress of the membership to this athletic association.

The Indiana High School Athletic Association was administered by a Board of Control consisting of three members, selected at the annual meeting of principals. In 1916, it was decided that the state should be divided into five districts for administrative and representative purposes. The Board of Control of the state association would consist of one elected individual from each of the five districts. In 1925, the membership from each district was increased to four.

A new plan was adopted in 1930. Five individuals were elected from each of the five districts to an Athletic Council, which in turn would elect five from their own membership to serve on the Board of Control. This plan is still used today to govern high school athletics in Indiana. A Permanent Secretary was established in 1906, then changed to Commissioner of High School Athletics in 1929.

Indiana is a member of the National Federation of State High School Athletic Associations, organized in 1920, by administrators from Illinois, Iowa, Michigan, and Wisconsin. This organization includes fifty member state high school associations and six affiliated associations from Canada.<sup>9</sup> Indiana was admitted in 1924. At the present time there are more than 20,000 member high schools and 687,000 basketball players belonging to this association. All but four of the state members conduct post-season state championship tournaments.

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<sup>9</sup>Hollander, p. 385.

### A. Athletic Conferences

Athletic leagues were formed early in Indiana. Several have already been cited. By 1970, there were twenty-nine conferences within the state, and a few have been added since that time.<sup>10</sup> For the most part, these conferences are not bound by county lines. For example, the high schools of Grant County belong to three different conferences: the Mid-Indiana Conference, the Mississinewa Valley Conference, and the extremely powerful North Central Conference. The county also has one independent high school.

The North Central Conference, composed of Anderson, Kokomo, Lafayette Jefferson, Logansport, Marion, Muncie Central, New Castle, and Richmond, was founded in 1926 (Figure 25).

In the 44 years the North Central Conference has been in existence, conference teams have won 16 state championships, in addition to having 14 runners-up teams. Twenty-five teams have reached the Final Four before being eliminated. Only eight times has the North Central Conference failed to place a team in the final four of the State Tournament in the past 44 years.<sup>11</sup>

This is by far the best performance record of any conference within the state of Indiana (Figure 25).

The individual school statistics from this conference in comparison with the rest of the state are impressive. For example, the most appearances by a school in the final sixteen of the state tournament: Kokomo, 30; Lafayette, 29; Logansport and Muncie Central, each 27. The most times in the final four: Lafayette and Muncie Central, each 14; Anderson, 11. The most times in the final game: Muncie

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<sup>10</sup>Schwomeyer, pp. 310-311.

<sup>11</sup>Ibid., pp. 311-312.

## MAJOR INDIANA HIGH SCHOOL BASKETBALL CONFERENCES 1970

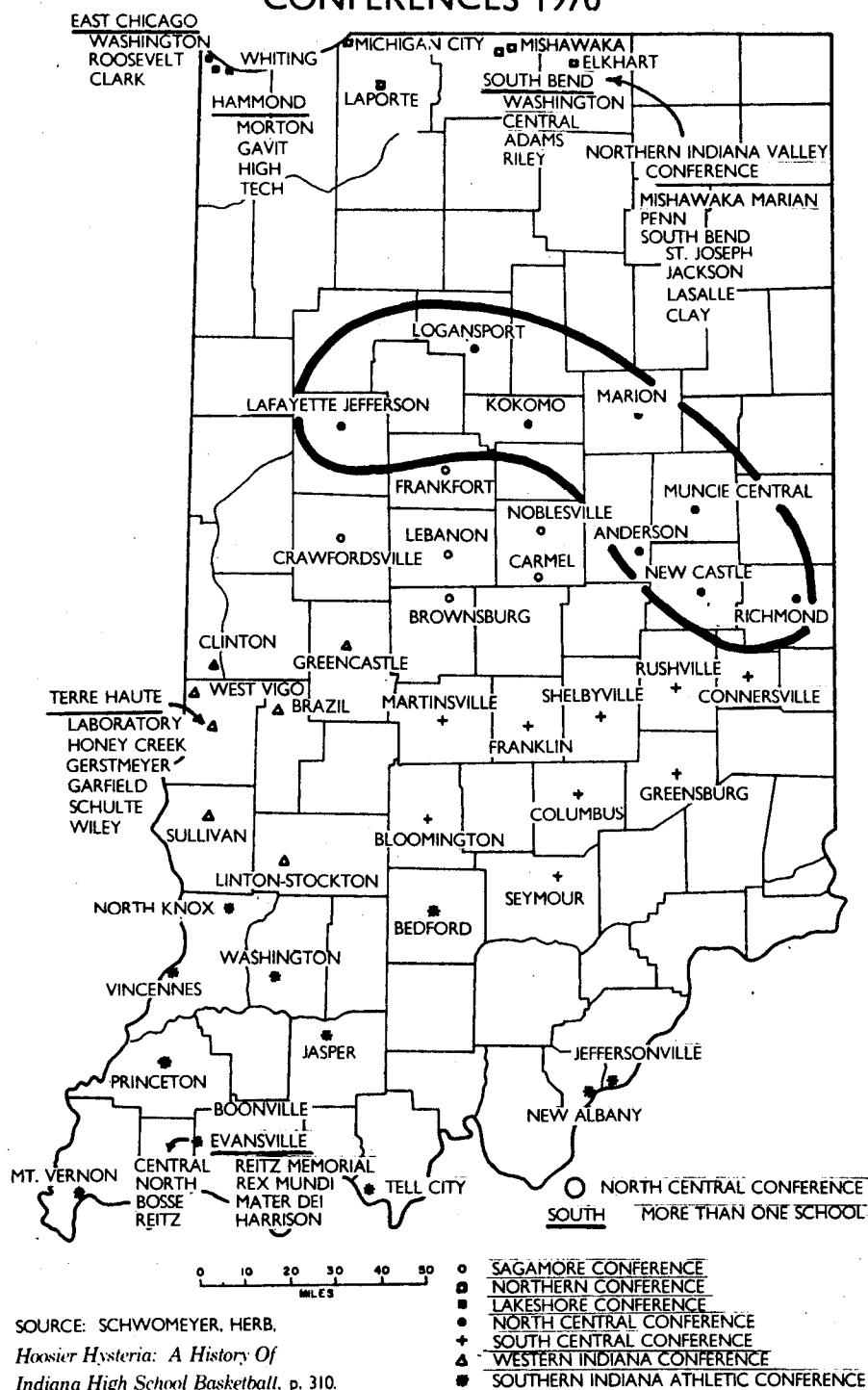


Figure 25.

Central, 10; Lafayette, eight; Anderson, six. The school with the most state basketball championships to its credit is Muncie Central, five.<sup>12</sup> Note that the leaders in each of these categories have been members of this conference.

Although there is a great deal of local interest within the individual conferences, the major competitive emphasis within the state is concerned with the state basketball tournament held annually in February and March. The spatial organization of this event is very intricate and important to any high school team aspiring to become the state champion.

#### B. State Basketball Tournament Structure

The Indiana High School Basketball Tournament was first established without the approval of the Indiana High School Athletic Association, which was established at the turn of the century. Late in 1910, the Physical Education Director of Indiana University wrote to the high school association asking for its endorsement of a plan to hold a tournament under the auspices of the university. The IHSAA neither endorsed nor opposed the plan. With this type of action taken by the IHSAA, the Indiana University Boosters Club decided to go ahead and conduct a state tournament to determine a high school basketball champion.

The first state tournament was held at Indiana University on March 10 and 11, 1911. The Boosters Club invited the best team from each of the thirteen Congressional Districts of the state. But since

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<sup>12</sup>Rensberger, p. 35.

The Indianapolis School Board did not permit the Indianapolis representative to compete, this first tournament was held with only twelve teams.

Crawfordsville won the championship by defeating Lebanon in the final game, 24-17. However, it was not until 1957 that the Crawfordsville team was given public recognition as the 1911 State Champions by the [IHSAA] Board of Control.<sup>13</sup>

This was the beginning of an event that would capture the interest of the people throughout the state of Indiana. Attendance statistics and gate receipts soared into the millions.<sup>14</sup> Athletes and fans alike would look toward the state tournament from the beginning of the basketball season.

The evolution of the state tournament is an interesting study. The sectionals were established in 1915, and the regionals were added in 1921. By 1935, the tournament structure was finalized as an event taking four weekends to complete.

The state was divided into sixty-four sectionals, with a considerable amount of equal representation as far as number of teams in each sectional. The winners of the sixty-four sectionals advance to the next level, the regionals. The regionals produce sixteen winners, the "sweet sixteen." These sixteen teams are the participants in the four semistates held at Evansville, Fort Wayne, Indianapolis, and Lafayette each year. The four winners of the semistates make up the

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<sup>13</sup>Schwomeyer, p. 54.

<sup>14</sup>Total attendance record was established in 1962, with 1,554,454. Gate receipts reached an all time high in 1970, with a take of \$1,703,615.

"final four." The finals have been held in recent years at the new Assembly Hall located on the campus of Indiana University.

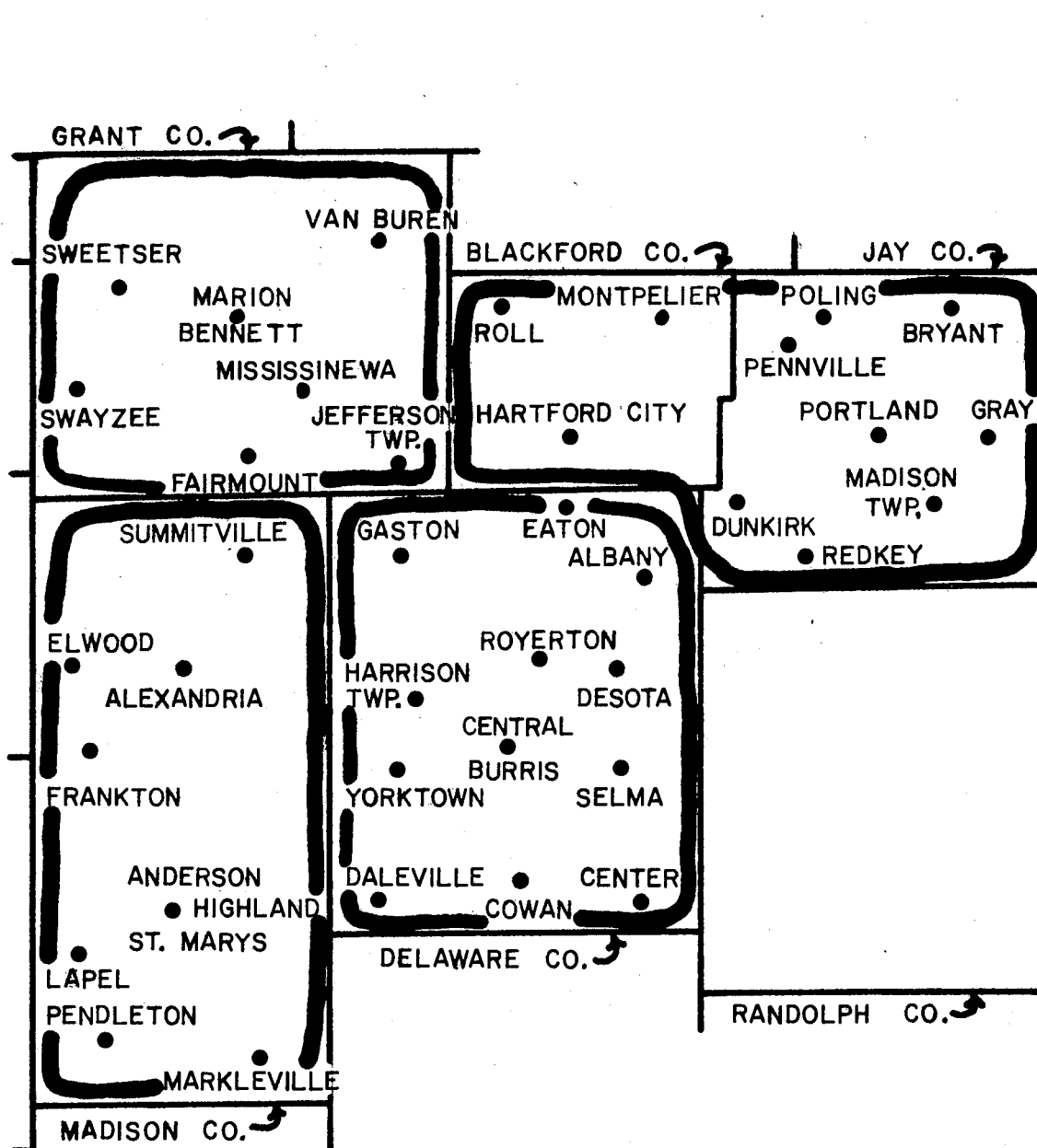
The number of tournament entries has fluctuated over the years, with 787 being the largest number of teams participating in any one year (Figure 21). This number has steadily decreased since the 1950's. Only 420 high schools will compete in the 1974 state basketball tournament. From the beginning, the Indiana state tournament has been open to all the teams that wish to enter. There are no school size divisions in this tournament. Today, Indiana is the only state in the country that conducts just one basketball tournament in which any school, regardless of size, may enter and compete on an equal level with other schools in the state.

One very important spatial problem that must be dealt with each year concerns high school assignments in each of the sectionals. Due to school consolidations and the continual process of attempting equalization within each sectional, the IHSAA Board of Control must make the decision annually concerning where each team is to participate. This information is completed and announced at the beginning of each new calendar year. An example of the changes can be illustrated by the 1974 tournament which will have ten changes of schools from one sectional to another, and five changes in sectional sites.<sup>15</sup>

Figure 26 and Figure 27 illustrate this spatial problem over a span of time. Figure 26 gives the sectional structure for 1956 over a five county area. In every case, the sectional boundaries follow county lines. Each of these counties conducted its own tournament, with one

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<sup>15</sup>Chronicle-Tribune (January 4, 1974), p. 12.



SOURCE: "SCHEDULE OF PLAY IN ANNUAL STATE H. S. BASKETBALL TOURNEY," THE INDIANAPOLIS NEWS, INDIANAPOLIS, INDIANA, WEDNESDAY, FEBRUARY 15, 1956, p. 40.

Figure 26. 1956 Five County Sectional Selections





exception. Blackford County was combined with Jay County. The number of tournament entries ranged from eight in Grant County to thirteen in Delaware County.

Figure 27 represents the 1973 sectional tournaments for the same counties. In every situation, county lines are not followed in structuring the sectional boundary lines. The Blackford sectional takes in four counties: Grant, Blackford, Jay, and Delaware. Schools from Delaware County go to four different sectionals: Daleville to the Anderson Sectional, Wapahani to the Winchester sectional, Albany to the Blackford sectional, and their own Muncie sectional. The number of schools entered in each of the sectionals is much more equatable, ranging from six to eight.

Grant County is a good example of how consolidations and school changes have altered the individual sectionals. Since 1956, Sweetser and Swayzee have become Oak Hill; Van Buren and Jefferson Township have become Eastbrook, and Fairmount and Summitville have become Madison-Grant. Prior to 1956, several names disappeared from the county tournament listing, such as Fairmount Academy, Matthews, Gas City, Jonesboro, and St. Paul's. Similar spatial changes have taken place in most of the counties throughout Indiana.

### III. Indiana Collegiate Organization

#### A. National Administrative Organization

On the national level, basketball is well organized by two athletic organizations: the National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA). The NCAA was the first national athletic organization, being founded

in 1905. The athletic situation, specifically football, had become so bad that in 1905, President Theodore Roosevelt invited several athletic representatives from some of the leading universities to come to a conference held at the White House. This conference and the deplorable situation that had developed in athletics caused several institutions to favor a national organization to control and improve collegiate athletics. From that time the NCAA has played a very important role in the development of better athletic programs across the country.

The NAIA was officially organized on March 10, 1940, as an outgrowth of a basketball tournament that began in Kansas City in 1937. Its first name was the National Association of Intercollegiate Basketball.

Several coaches, with Mr. Liston and Dr. James Naismith, inventor of basketball, as prominent figures, conceived the idea of a tournament to decide a national championship for the small schools. This pilot tournament set the stage for the longest, continuous national collegiate tournament in any sport in the nation.<sup>16</sup>

Liston, encouraged by Naismith, was instrumental in founding the NAIB in 1940. In 1952, the NAIB was renamed the NAIA, and the first all-encompassing rules and standards were adopted.

The first national tournament was the NAIA affair in Kansas City, as originated by Emil Liston, in 1937. For years the field consisted of 32 teams which, usually must win the local district play-offs to qualify. In 1938, the National Invitational Tourney was introduced by the New York City hoop writers. The following year, the NCAA introduced its tourney and its college division was first offered in 1957.<sup>17</sup>

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<sup>16</sup>The National Association of Intercollegiate Athletics Official Handbook (Kansas City, Missouri, September, 1971), p. 4.

<sup>17</sup>Lord, Converse Basketball Yearbook, 1971, p. 58.

Today the NAIA still conducts the largest national tournament in the country. There are thirty-two districts which conduct local play-offs to determine their representative to the national competition. The entire administration of the total NAIA program is also conducted through these thirty-two districts. The NCAA has reorganized, and now has three divisions. For the most part, Division I consists of the large "big time" universities, Division II includes the many state and comprehensive type institutions, and Division III is comprised of the smaller private colleges. This reorganization took place in 1973, so it is still too early to evaluate its merits.

In 1973, there were twelve NCAA schools and twenty-two NAIA institutions in the state of Indiana (Appendix C). The NCAA schools were part of the eastern midwest region of the national basketball tournament. Indiana constitutes District #21 of NAIA. There is only one junior college in the state, Vincennes University.

#### B. Collegiate Conference Structure

There are seven conferences represented in Indiana (Figure 28 and Appendix C), two of which have membership of all "Hoosier" schools. There are also several independent institutions. Three of the conferences have only one Indiana team represented: the Mid-American Conference (Ball State University), the Kentucky Intercollegiate Athletic Conference (Oakland City College), and the Chicagoland Collegiate Basketball Conference (Purdue-Calumet Campus). The Big Ten Conference has both Indiana University and Purdue University among its membership. The Hoosier-Buckeye Conference has four members from Ohio and five from Indiana (Anderson College, Earlham College, Hanover College,

## COLLEGIATE INSTITUTIONS AND CONFERENCE AFFILIATIONS

1972-1973

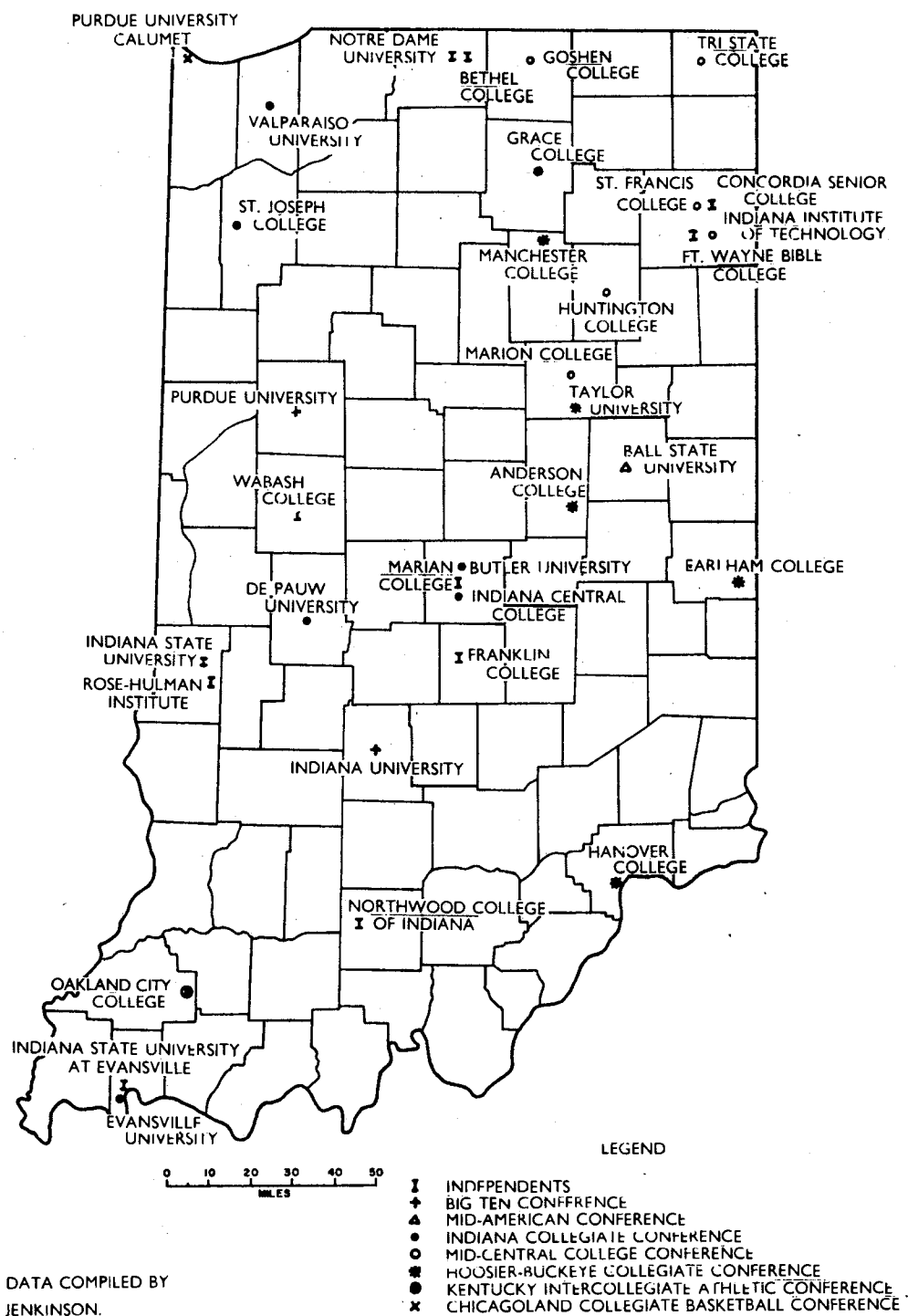


Figure 28.

Manchester College, and Taylor University).

The Indiana Collegiate Conference is made up of all Indiana Colleges. They also belong to the NCAA. The other all "Hoosier" conference is the Mid-Central Conference, composed of all NAIA schools. The Independents range from mighty Notre Dame University to small Ft. Wayne Bible College.

Each of these conferences have played a major role in the development of basketball within the state. There is a strong sense of competition among the members. Most of these conferences have been well represented in national tournament competition over the years.

There are new collegiate basketball teams coming from the larger universities' extension programs. Purdue-Calumet Campus and Indiana State University at Evansville have already joined the NAIA, and several others are rapidly progressing in that direction. Many of these institutions are quite large and will probably play a major role in the future of Indiana collegiate basketball.

## CHAPTER VI

### BASKETBALL REGIONS

#### I. Introduction

"If Geography is concerned with space, then it is also concerned with region. We could not survive as a contemporary discipline if we were intellectually unable to delimit the systems we study."<sup>1</sup> This quote helps to emphasize the importance of the regionalization process as related to the field of geography. J. Trenton Kostbade carried the importance of this concept even further when he stated:

Man cannot think without grouping his infinitely varying observations and experiences into categories, he cannot orient himself with respect to the already differentiated surface of the earth; and he cannot think about that differentiation without grouping the infinite variety of places on the earth into regions. Thus, regional concepts are not merely the tools of geographers. They are necessities for thinking man, as is indicated by their widespread use outside the field of geography and in everyday life and discourse.<sup>2</sup>

There exists internal importance in the geographer's regional concept that James R. McDonald best described.

Geographers seek regions as alpinists seek unconquered peaks: 'because they are there'.....the region has represented a

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<sup>1</sup>English and Mayfield, p. 425.

<sup>2</sup>J. Trenton Kostbade, "The Regional Concept and Geographic Education," Journal of Geography, Vol. 67, No. 1 (January, 1968), p. 7.

challenge to each generation of geographers [and] it may, in a sense, be said to be part of the soul of geography: forever sought, forever undefined.<sup>3</sup>

The importance of this concept should not be exaggerated in relationship to the other concepts of geography, but its significance should be understood. It has been a tool of modern geography for many years.

"The nature of a region varies with the needs, purposes, and standards of those using the concept."<sup>4</sup> And this is why,

it is perhaps ironic that the concept of region has served over time to provide a semblance of structural unity to geography, while at the same time has provided our discipline's foremost bonepile of contention. Terminology and definition, concept and method, have all contributed to a disparate parade of viewpoints through the literature.<sup>5</sup>

It also must be understood that this concept "is a spatial definition by the mind, not an objective reality."<sup>6</sup>

Various methods are used to identify and analyze different types of sports regions. Rooney suggests that "the best way to analyze the problem is to rely on the regional variations in the production of high quality athletes."<sup>7</sup> This production will be one of the major variables used within this chapter, but others will be considered in the regionalization process of basketball. Thus it should be understood

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<sup>3</sup>James R. McDonald, "The Region: Its Conception, Design, and Limitations," Annals of the Association of American Geographers, Vol. 56, No. 3 (September, 1966), p. 528.

<sup>4</sup>Merrill Jensen, Regionalism in America (Madison, Wisconsin, 1951), p. 11.

<sup>5</sup>English and Mayfield, p. 425.

<sup>6</sup>Ibid.

<sup>7</sup>Rooney, From Cabin Creek to Anaheim: A Geography of American Sport, p. 75.

that the regionalization to follow is in large part subjective interpretation of the information presented previously, and is intended as a guide to a better understanding of spatial variation in basketball impact on American society.

## II. National Regionalization

### A. Introduction

The first attempt at regionalization for this study will be on the national level. The significance of this will be to place Indiana in the context of the total national picture. The sample and variables used will be described. Also regions will be developed and briefly analyzed. It should be understood that personal subjectivity and analysis will take place at certain points to aid in the development and understanding of these regions.

### B. Sample

All the variables used in developing regions on the national level came from the 1971-72 sample discussed in Chapter III. The statistical information will come from information already presented in Chapters III and IV. Note Table I and Appendix B for information concerning individual institutions which might be needed to understand the geographical location of the sample.

### C. Methodology

Six variables were chosen from the earlier chapters to identify basketball regions based upon relative strength, emphasis, and influence. These items were selected by the author based both on



the study done by Rooney and also upon personal study and experience.<sup>8</sup>

Two of the variables deal with the production of collegiate bound athletes. The first is simply total production represented by state. The second compensates for the population factor and is referred to as the production index.<sup>9</sup> This relates total production to state populations. This information is found in Table II. These two variables were used in Rooney's study to develop national regions. It is the opinion of this author that several other variables can be used to help refine the regionalization process in the development of basketball regions.

The first of these additional variables is found in Chapter IV -- the Collegiate Participation Opportunity Index. This index presents the number of collegiate institutions within an individual state in relationship to the state's population. This statistic indicates the opportunity that an athlete has to participate within a state. An index value above the 1.00 level shows that the state is providing more than the national average in participation opportunities (Table V).

The next three variables are referred to in Chapter III. They are related to spatial interaction, specifically the process of exportation and importation of basketball players from one state to another. These variables indicate the amount of influence one state or area has upon another. Each of these can be found in Table IV; total export, import-export ratio, and the number of states supplied by

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<sup>8</sup>Ibid., p. 75.

<sup>9</sup>Consult Chapter III for the calculation of this production index.

another state. All three are important, and the inclusion of them helps in the refinement process.

The method of evaluation used for each of these six items was to assign a value ranging from one through five of the variable rankings. Since there were fifty-one areas included in the sample, the breakdown for these assignments were four groups of ten, and one group of eleven.<sup>10</sup> The six values for each state were then totaled, and a score was determined. These total scores were also ranked and placed in similar intervals (Table VII).

#### D. Regionalization and Regional Analysis

As mentioned earlier, other variables could be used in the final regionalization process and could be incorporated into the personal evaluations that occur in the final analysis. The inclusion of high quality basketball players (All-Americans) would be an excellent example of an additional variable.

Figure 29 illustrates another step taken in the regionalization process. With this map, the interval numbers have been shaded to give a visual picture so that areas with similar credentials could be noted.

Several very dominant regions can be seen in Figure 29. The area from Missouri through and including New York and New Jersey represents the strongest region. Within this area, Indiana and Kentucky produced the best scores (28) with the six variables used. They also produced the highest number of collegiate All-Americans (Indiana-74

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<sup>10</sup> Fifty states and the District of Columbia.

TABLE VII  
NATIONAL REGIONALIZATION SUMMARY

	Total Production	Score	Production Index	Score	Total Export	Score	Import- Export Ratio	Score	Participation Opportunity Index	Score	No. of States Supplied	Score	Total Score	Total Rank	Region Interval
Alabama	20	4	19.5	4	19.5	4	20	4	30.5	2	22	3	21	17	2
Alaska	49	1	40	2	48.5	1	41	1	19	4	50	1	10	47	5
Arizona	41	1	50	1	38	2	35	2	50	1	30.5	2	9	49	5
Arkansas	34	2	27	3	38	2	45	1	14	4	35.5	2	14	37	4
California	2	5	35	2	7	5	4	5	49	1	6.5	5	23	11	2
Colorado	28	3	22	3	27	3	33.5	2	25.5	3	27	3	17	28	3
Connecticut	23	3	21	3	10	5	12	4	36	2	12.5	4	21	17	2
Delaware	46.5	1	34	2	41	1	25	3	32	2	43	1	10	47	5
Washington D.C.	33	2	2	5	17	4	11	4	8	5	12.5	4	24	3.5	1
Florida	18	4	46	1	12	4	16	4	51	1	10.5	4	18	25	3
Georgia	22	3	37	2	19.5	4	18	4	38	2	17.5	4	19	22	3
Hawaii	51	1	51	1	48.5	1	49	1	44	1	50	1	6	51	5
Idaho	42.5	1	38	2	44	1	40	2	12.5	4	43	1	11	43.5	5
Illinois	4	5	13	4	2	5	5	5	43	1	2	5	25	6	1
Indiana	6	5	3	5	4	5	2	5	21	3	5	5	28	1.5	1
Iowa	14	4	6	5	24.5	3	26.5	3	11	4	25.5	3	22	13	2
Kansas	21	3	8	5	23	3	22	3	10	5	24	3	22	13	2
Kentucky	10	5	5	5	8	5	7	5	25.5	3	8	5	28	1.5	1
Louisiana	26	3	43	1	26	3	23.5	3	37	2	25.5	3	15	33	4
Maine	36.5	2	9	5	42	1	43	1	3	5	43	1	15	33	4
Maryland	24	3	36	2	15.5	4	13	4	46	1	14.5	4	18	25	3
Massachusetts	13	4	28.5	3	18	4	21	3	22	3	17.5	4	21	17	2
Michigan	8	5	33	2	13	4	10	5	16	4	14.5	4	24	8.5	1
Minnesota	15	4	15	4	32	2	31	2	24	3	30.5	2	17	28	3
Mississippi	30	3	24	3	24.5	3	17	4	27	3	17.5	4	20	20	2

TABLE VII (Continued)

	Total Production	Score	Production Index	Score	Total Export	Score	Import- Export Ratio	Score	Participation Opportunity Index	Score	No. of States Supplied	Score	Total Score	Total Rank	Region Interval
Missouri	11	4	16.5	4	9	5	14	4	30.5	2	9	5	24	8.5	1
Montana	44	1	41.5	1	46.5	1	50	1	4.5	5	46	1	10	47	5
Nebraska	25	3	7	5	30.5	2	39	2	7	5	35.5	2	19	22	3
Nevada	50	1	49	1	46.5	1	38	2	40.5	1	46.5	1	7	50	5
New Hampshire	42.5	1	41.5	1	41	1	46	1	6	5	35.5	2	11	43.5	5
New Jersey	7	5	10	5	5	5	1	5	48	1	6.5	5	26	4.5	1
New Mexico	39	2	23	3	35	2	28	3	18	4	39.5	2	16	30	3
New York	1	5	25	3	1	5	6	5	42	1	1	5	24	8.5	1
North Carolina	19	4	39	2	21	3	37	2	20	4	17.5	4	19	22	3
North Dakota	38	2	4	5	50	1	51	1	4.5	5	50	1	15	33	4
Ohio	3	5	12	4	3	5	3	5	39	2	3	5	26	4.5	1
Oklahoma	29	3	31	2	33	2	44	1	17	4	35.5	2	14	37	4
Oregon	27	3	18	4	30.5	2	29	3	15	4	30.5	2	18	25	3
Pennsylvania	5	5	14	4	6	5	8	5	29	3	4	5	27	3	1
Rhode Island	46.5	1	48	1	36	2	32	2	23	3	39.5	2	11	43.5	5
South Carolina	36.5	2	45	1	29	3	30	3	34.5	2	30.5	2	13	39.5	4
South Dakota	32	2	1	5	45	1	46	1	2	5	47.5	1	15	33	4
Tennessee	17	4	19.5	4	15.5	4	26.5	3	12.5	4	22	3	22	13	2
Texas	9	5	47	1	18	4	36	2	45	1	10.5	4	17	28	3
Utah	40	2	30	3	41	1	33.5	2	28	3	43	1	12	41	5
Vermont	48		32		43		48		1		43		11	43.5	5
Virginia	12	4	16.5	4	14	4	19	4	34.5	2	22	3	21	17	2
Washington	31	2	44	1	28	3	23.5	3	40.5	1	28	3	13	39.5	4
West Virginia	35	2	28.5	3	35	2	42	1	9	5	35.5	2	15	33	4
Wisconsin	16	4	26	3	22	3	9	5	33	2	20	4	21	17	2
Wyoming	45	1	11	4	38	2	15	4	47	1	35.5	2	14	37	4

## NATIONAL REGIONALIZATION

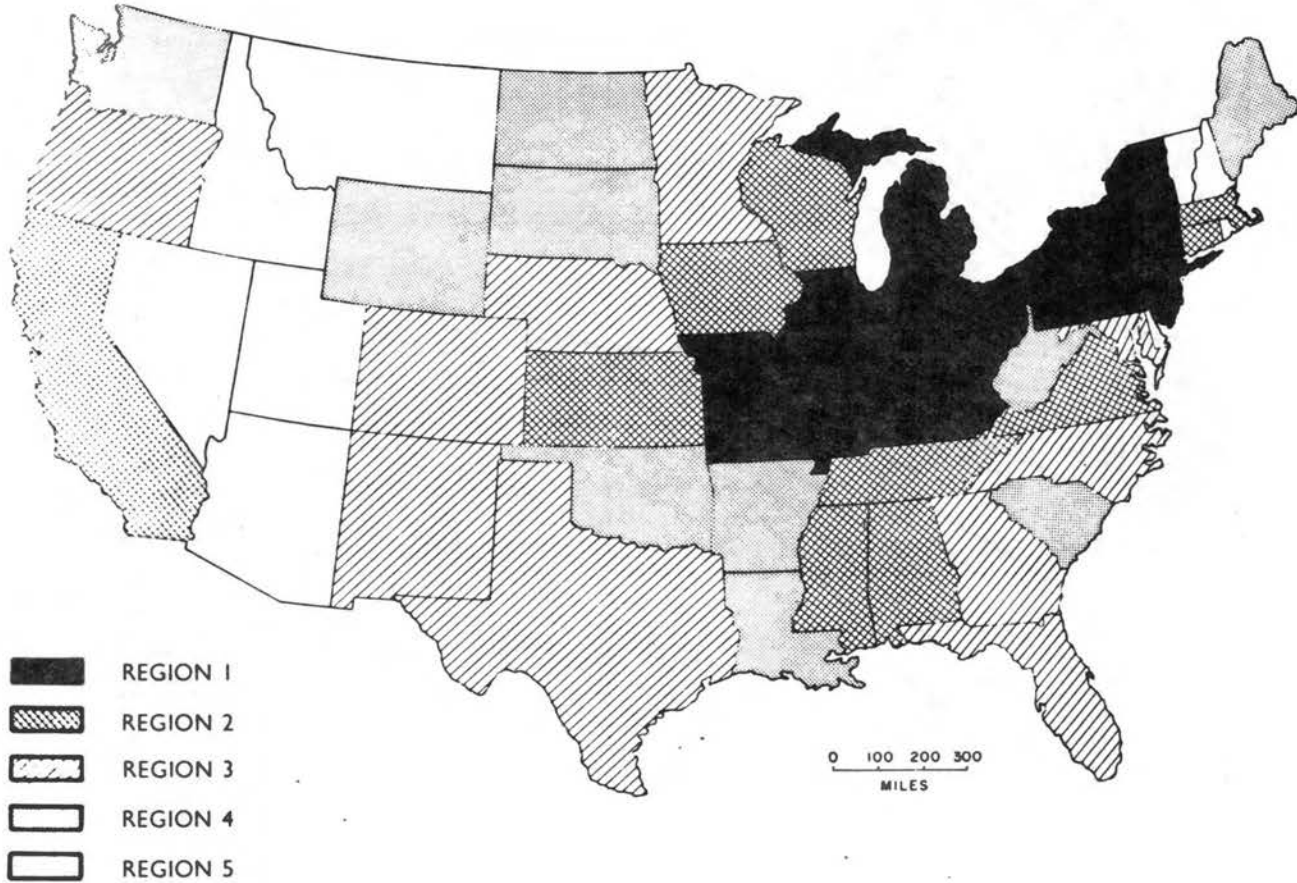


Figure 29.

and Kentucky-59). If several other states that fell in the next category were included; Wisconsin, Iowa, and Kansas in the west, along with Massachusetts and Connecticut in the east, it would complete this Northeast region. The northern New England area ranks at the opposite extreme, very poor, in comparison.

There is some indication of commonality in the South. Beginning with Alabama in the west and continuing to Virginia and Maryland in the east, there is a region of average to above average emphasis and strength in relationship to basketball. Only West Virginia and South Carolina break this pattern.

A below average area is found in Oklahoma, Arkansas and Louisiana. Another is found in Wyoming, North and South Dakota. An average region is located in Texas and weaves through New Mexico, Colorado, Nebraska, and over into Minnesota. The final area would be the two states of California and Oregon on the West Coast.

Figure 29 does suggest that there is radiating outward from the area of strength a pattern of concentric circles, going from strength to weakness in relationship to basketball.

#### E. Toward Explanation

Generalizations play a major role in the development of regions, and it should be understood that this is also true when analysis of the regions is attempted. The characteristics of the major core of basketball strength, emphasis, and influence in the United States are varied, ranging from the large metropolitan areas of New York City, Philadelphia, Chicago, St. Louis, and Cincinnati to the farm and small-town communities of Kentucky, Indiana, and Illinois.

Consequently, analysis of the region will vary somewhat.

The "city game" of basketball provides a great number of athletes for American colleges and universities. This should be the case for population reasons alone. "The population included within the New York metropolitan area is about 16.2 million, or about eight per cent of the population of the entire United States."<sup>11</sup> This area, along with the other large cities located within this core, have a great deal of strength and influence concerning basketball in this country.

Another important aspect of the "city game" is the high quality of play. There are so many young men trying-out for the local team, and so few positions available, that only the very best are able to participate. This adds to their market value with the collegiate recruiters.

The other extreme would be those states or areas where there is not a major metropolitan area. With the variables used for this regionalization process, Indiana and Kentucky ranked the highest in total score. Neither of these states is noted for having large cities, so the key to their success becomes an important factor.

Basketball came to this area early in the diffusion process from Massachusetts. This historical tradition has played a major role in this case. "It would seem that the degree of interest which people have in the sport has been the result of a long-term and increasing intensity of exposure."<sup>12</sup> Basketball was first played in Indiana within a very few months after its invention, and it has consistently

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<sup>11</sup>Wheeler, Kostbade, and Thoman, pp. 733-735.

<sup>12</sup>Rooney, From Cabin Creek to Anaheim: A Geography of American Sport, p. 147.

gained in importance since that time.

Total community involvement is another factor in this geographical area. "It can be confidently stated that basketball has become a community focus for many people, perhaps even a way of life."<sup>13</sup> Many times a basketball game between two local rivals becomes a matter of community pride, not merely a game to be enjoyed by all.

Rooney presented the stimulus effect in relationship to Illinois, Indiana, and Kentucky.

Good coaches and intense community spirit have produced good teams and outstanding individual players. This in turn has created a massive supply of athletes wanting to be coaches, many of them returning to the home area after college. Gradually a few good teams have expanded geometrically, and more and more players are available to college recruiters. Thus the cycle is continuous and 'social emphasis' tends to diffuse outward from the original stimulus.<sup>14</sup>

The opportunity for participation is much better at this level than was found in the more populated areas. The ratio between the total male student population and basketball positions is much better in Indiana than New York or New Jersey for example. This ratio is also true in the collegiate ranks.

Rooney also suggested that climate usually plays a major role in basketball strength and emphasis in this core. This area is found on the transition zone between the Humid Continental climate of the north and Humid Subtropical climate of the south. This basketball heartland does not have a climate conducive to sustain outdoor winter sports. It is located between the frigid, snow-covered north, and the mild south. It is not cold enough for sporting activities such as skiing

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<sup>13</sup>Ibid.

<sup>14</sup>Ibid., p. 148.



or ice hockey, and not warm enough for baseball or golf. "The weather is bad enough to have driven most people indoors. Hence basketball has been embraced as the major cold-season sport."<sup>15</sup>

These five factors build a very impressive case for the smaller populated areas of this core. Historical tradition, total community involvement, re-occurring stimulus, opportunity for participation, and climate, along with the "city game," are factors that have placed this powerful basketball core into its leadership role in the United States. The other regions of the country are lacking in one or more of these factors, and the statistics on quantity and quality of basketball players reflects this difference.

#### F. Comparison With Earlier Research

Rooney dealt with the regionalization process to some degree in his earlier study (1969-1967).<sup>16</sup> His sample only presented the regions as they related to the production of high quality basketball players coming from the larger colleges and universities. It must be understood that six variables were used in this study; whereas, only one variable was used in Rooney's regionalization. Another factor, which is different, is the representation of the sample. The more recent sample, 1971-72, included fifty percent of all collegiate institutions located within each state, while the earlier sample only dealt with the major colleges and universities.

When studying strength, emphasis, and influence in relationship

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<sup>15</sup>Ibid., p. 153.

<sup>16</sup>Ibid., p. 135.

to basketball, the six variables used seem to give a broader picture. When only per capita production is used, several areas present an inaccurate picture. Examples of this would be several of the western states, specifically South Dakota and Utah. The northeastern core was broken up, leaving only Illinois, Indiana, and Kentucky as the leading core. The South ranks very poorly in this earlier study.

Regionalization is very difficult to accomplish. Manipulation and justification can be developed for about any set of variables; therefore, it should be understood that this process should only be used as a tool to understand better and to work with different areas of the world.

### III. Indiana Regionalization

#### A. Introduction

The regionalization process can also be studied on the state level. In this, basketball is examined on both the high school and collegiate levels. The major emphasis is placed on regionalizing Indiana in a very broad fashion, trying to find the general areas within the state of both basketball strength and weakness.

#### B. Sample

The sample will include two variables each for both interscholastic and intercollegiate basketball. On the high school level, championship teams will be used from throughout the history of the state high school basketball tournament. For refinement purposes two of the levels of this tournament will be used -- the champions of the regionals ("sweet sixteen"), and the champions of the semi-states

("final four").<sup>17</sup> These two variables provide a complete picture of the strength of each area over a sixty-three year period on the high school level.

The collegiate information is supplied by using the 1971-72 national sample discussed in Chapter III and earlier in this chapter. As with the national regionalization process, the two variables used were raw production of collegiate players and the per capita ratio of that production represented by the production index developed by Rooney and presented in Chapter III.

### C. Methodology

The areal units used on the state level were the counties. Each county was evaluated according to the four selected variables: total player production, per capita production using an index, number of "sweet sixteen" teams from 1911 through 1972, and number of "final four" teams over the same time period. Other variables could have been used, but they will be assessed by personal evaluation.

The method of evaluation used for each of the four variables was the same as that used for the national regionalization process. There were ninety-two counties, so quintiles of eighteen counties each, and one with twenty, were used.<sup>18</sup> The four values for each county

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<sup>17</sup>Note Chapter V, for the explanation of the structure for the Indiana High School Athletic Association's State Basketball Tournament.

<sup>18</sup>When there were several counties tied with the same ranking for a variable, they were all placed in the same quintile which caused some overlapping. This was kept to a minimum and played a very minor part in the final regionalization process.

were then totaled and a score was determined. These total scores were also ranked and placed in similar intervals (Table VIII).

#### D. Regionalization and Regional Analysis

Based on counties in the top quintile the north central portion of the state is the strongest basketball region. Isolated areas exist in both the northern and southern sections of Indiana.

The counties which had a value of two (2) were then added to see if more distinct regions could be detected (Figure 30). After this addition, four belts of basketball strength in the state of Indiana emerged. The first is found along the northwestern tier of counties extending from Lake and Elkhart Counties, and representing the cities of Gary, Hammon, East Chicago, South Bend, and Elkhart.

The second area of concentration bisects the north central portion of the state, branching out in two directions in the east. Several famous basketball cities are located in this region including Muncie, Anderson, Lafayette, Kokomo, Indianapolis, Ft. Wayne, Marion, and many others. This is also the home of the very strong North Central Conference mentioned in Chapter V. Sixteen of the state's thirty-four colleges and universities are also located in this region.

The third belt is located in the south, extending from Knox County in the west to Bartholomew County in the east. This is an area of smaller cities or towns, the largest being Vincennes and Columbus. None of the collegiate institutions from the state sample is located in these counties.

The last region of basketball strength is found in the southeast. This is a four county area extending from Clark County in the south

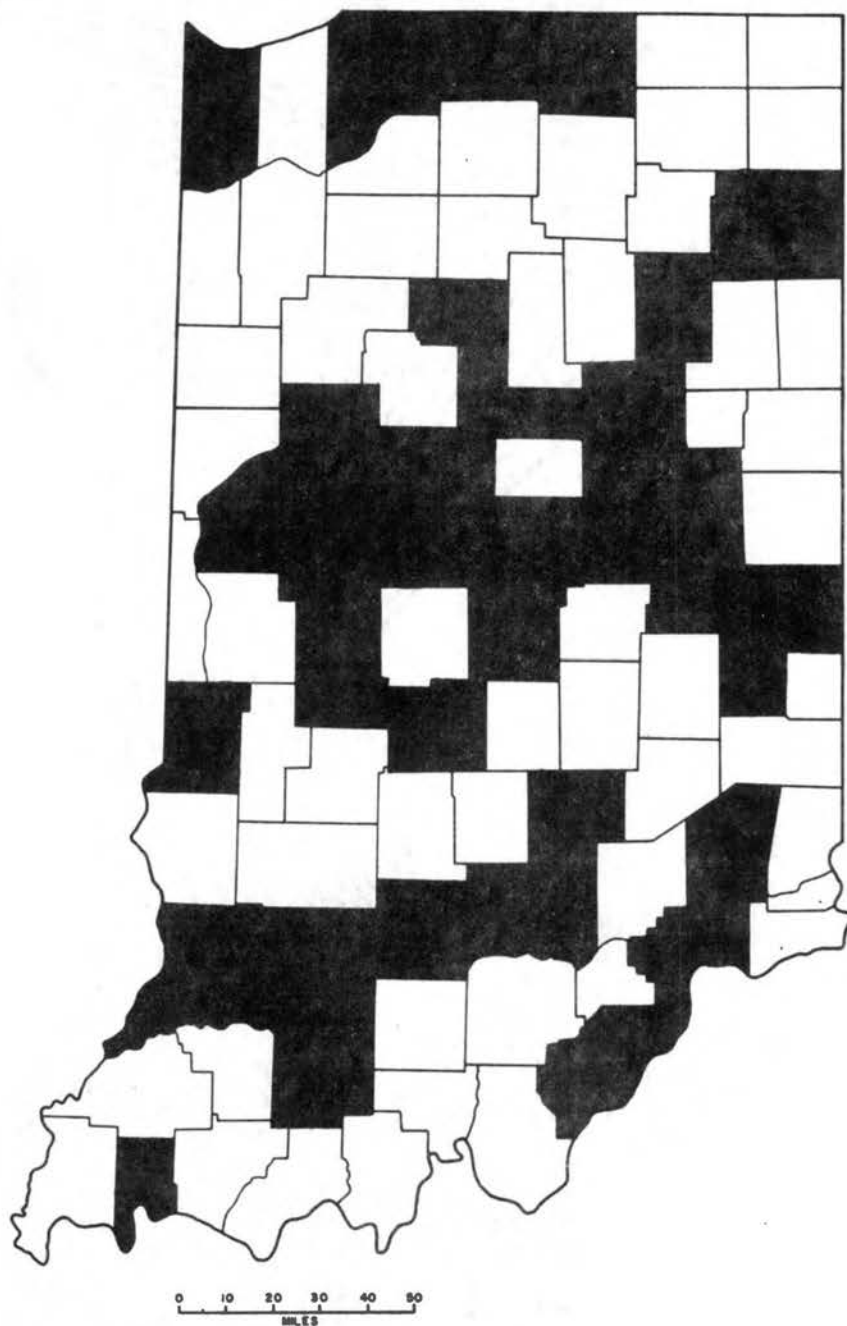
TABLE VIII  
INDIANA REGIONALIZATION SUMMARY

	Total Rank	Score	Index Rank	Score	"15" Rank	Score	"4" Rank	Score	Total Score	Region Interval
Adams	50.5	3	43	3	51.5	3	69	1	10	4
Allen	5.	5	65	2	6.	5	6.5	5	17	1
Bartholomew	25.5	4	34	4	20.	4	35.	2	14	2
Benton	82.	1	82	1	76.5	1	69.	1	4	5
Blackford	66.	2	49	3	51.5	3	41.5	2	10	4
Boone	9.5	5	5	5	26.	4	10.5	5	19	1
Brown	66.	2	25	4	86.	1	69.	1	8	4
Carroll	82.	1	82	1	51.5	3	41.5	2	7	4
Cass	50.5	3	61	2	8.5	5	22.5	3	13	2
Clark	13.5	5	31	4	45.	3	28.5	3	15	2
Clay	50.5	3	38	3	57.	2	69.	1	9	4
Clinton	66.	2	71	2	12.	5	10.5	5	14	2
Crawford	50.5	3	6	5	76.5	1	69.	1	10	4
Daviess	30.	4	15	5	18.	5	18.5	4	18	1
Dearborn	50.5	3	45	3	37.5	3	69.	1	10	4
Decatur	50.5	3	33	4	46.	3	59	1	11	3
De Kalb	30.	4	21	4	37.5	3	69.	1	12	3
Delaware	7.5	5	41	3	4.	5	2.5	5	18	1
Dubois	37.5	3	30	4	30.5	4	38.5	3	14	2
Elkhart	25.5	4	68	2	15.5	5	28.5	3	14	2
Fayette	50.5	3	42	3	30.5	4	28.5	3	13	2
Floyd	37.5	3	56	2	30.5	4	18.5	4	13	2
Fountain	25.5	4	4	5	42.5	3	69.	1	13	2
Franklin	30.	4	9	5	69.5	2	69.	1	12	3
Fulton	66.	2	52	3	27.5	4	28.5	3	12	3
Gibson	82.	1	82	1	47.5	3	41.5	2	7	4
Grant	20.	4	44	3	13.	5	13.	4	16	1
Greene	82.	1	82	1	47.5	3	69.	1	6	5
Hamilton	20.	4	26	4	37.5	3	44.5	2	13	2
Hancock	50.5	3	55	2	76.5	1	59.	1	7	4
Harrison	66.	2	62	2	76.5	1	69.	1	6	5
Hendricks	20.	4	24	4	76.5	1	69.	1	10	4
Henry	13.5	5	20	4	33.	4	28.5	3	16	1
Howard	13.5	5	37	3	7.	5	15.5	4	17	1
Huntington	50.5	3	54	3	30.5	4	28.5	3	13	2
Jackson	13.5	5	10	5	42.5	3	69.	1	14	2
Jasper	50.5	3	29	4	86.	1	59.	1	9	4
Jay	50.5	3	35	4	69.5	2	69.	1	10	4
Jefferson	35.5	4	13	5	37.5	3	22.5	3	15	2
Jennings	66.	2	58	2	51.5	3	69.	1	8	4
Johnson	66.	2	74	2	24.5	4	18.5	4	12	3
Knox	20.	4	16	5	20.	4	18.5	4	17	1
Kosciusko	20.	4	22	4	42.5	3	69.	1	12	3
Lagrange	66.	2	63	2	86.	1	69.	1	6	5
Lake	2.	5	50	3	1.	5	1.	5	18	1
La Porte	13.5	5	46	3	27.5	4	35.	2	14	2
Lawrence	20.	4	14	5	15.5	5	13.	4	18	1
Madison	3.	5	12	5	8.5	5	5.	5	30	1
Marion	1.	5	47	3	3.	5	2.5	5	18	1
Martin	20.	4	1	5	69.5	2	41.5	2	13	2
Miami	50.5	2	59	2	63.	2	69.	1	8	4
Marshall	82.	1	82	1	51.5	3	59.	1	6	5
Monroe	37.5	3	69	2	22.5	4	28.5	3	12	3
Montgomery	37.5	3	32	4	10.5	5	8.5	5	17	1

TABLE VIII (Continued)

	Total Rank	Score	Index Rank	Score	"16" Rank	Score	"4" Rank	Score	Total Score	Region Interval
Morgan	66.	2	73	2	15.5	5	13.	4	18	1
Newton	82.	1	82	1	86.	1	69.	1	4	5
Noble	66.	2	72	2	37.5	3	69.	1	8	4
Ohio	82.	1	82	1	86.	1	59.	1	4	5
Orange	82.	1	82	1	63.	2	35.	2	6	5
Owen	82.	1	82	1	86.	1	69.	1	4	5
Parke	37.5	3	11	5	62.	2	69.	1	11	3
Perry	50.5	3	27	4	57.	2	41.5	2	11	3
Pike	37.5	3	7	5	63.	2	59.	1	11	3
Porter	13.5	5	39	3	57.	2	59.	1	11	3
Posey	66.	2	64	2	86.	1	69.	1	6	5
Pulaski	82.	1	82	1	69.5	2	41.5	2	6	5
Putnam	9.5	5	3	5	15.5	5	22.5	3	18	1
Randolph	37.5	3	28	4	76.5	1	69.	1	9	4
Ripley	37.5	3	18	5	37.5	3	28.5	3	14	2
Rush	82.	1	82	1	22.5	4	69.	1	7	4
St. Joseph	4.	5	40	3	10.5	5	15.5	4	17	1
Scott	66.	2	53	3	69.5	2	69.	1	8	4
Shelby	50.5	3	57	2	37.5	3	35.	2	10	4
Spencer	82.	1	82	1	86.	1	59.	1	4	5
Starke	82.	1	82	1	63.	2	69.	1	5	5
Steuben	82.	1	82	1	86.	1	69.	1	5	5
Sullivan	66.	2	60	2	57.	2	69.	1	7	4
Switzerland	50.5	3	2	5	86.	1	69.	1	10	4
Tippecanoe	13.5	5	48	3	5.	5	4.	5	18	1
Tipton	30.	4	8	5	63.	2	69.	1	12	3
Union	82.	1	82	1	76.5	1	69.	1	4	5
Vanderburg	7.5	5	51	3	2.	5	6.5	5	18	1
Vermillion	50.5	3	23	4	42.5	3	69.	1	11	3
Vigo	30.	4	70	2	20.	4	8.5	5	15	2
Wabash	37.5	3	36	4	51.5	3	69.	1	11	3
Warren	82.	1	82	1	86.	1	69.	1	4	5
Warrick	82.	1	82	1	76.5	1	69.	1	4	5
Washington	82.	1	82	1	63.	2	69.	1	5	5
Wayne	6.	5	19	4	24.5	4	35.	2	15	2
Wells	66.	2	67	2	34.	4	41.5	2	10	4
White	37.5	3	17	5	57.	2	69.	1	11	3
Whitley	66.	2	66	2	69.5	2	69.	1	7	4

### COUNTIES HAVING THE TOP TWO INTERVAL RANKINGS



**SOURCE: TABLE VIII**

Figure 30.

to Ripley County farther north. This area tends to gravitate toward the city of Louisville, Kentucky, located just across the Ohio River from these counties. The city of Madison and the small town of Milan are located in this region, and both have played a primary role in Indiana high school basketball.

Relatively weak areas concerning basketball are apparent from Figure 30. The counties with interval values of four (4) and five (5) rank very low. By grouping these weak areas together, along with the strong groupings already developed, a pattern of regionalization began to take shape. Those counties with an interval value of three (3), indicating average importance, could be placed in either category depending on their geographical location. Using these maps as a starting point, ten basketball regions were developed for the state for the purpose of regional analysis (Figure 31).

Only three counties of relative strength fall within poor basketball regions. The most obvious one is Vanderburg County in Region 10. This county is dominated by the city of Evansville. The major problem is that this county is somewhat isolated down in the southwest portion of the state. The other two counties carried an interval value of two (2); Vigo County located in Region 5, and Morgan County in Region 6.

Four of the ten regions are considered strong basketball areas, (Regions 1, 3, 8, and 9), leaving six relatively weak sections (Regions 2, 4, 5, 6, 7, and 10). It should be understood that the terms "strong" and "weak" are only used in relationship to the counties of Indiana. When Indiana as an area is compared with the other states, almost every "Hoosier" county ranks above the national norm.



## INDIANA REGIONALIZATION

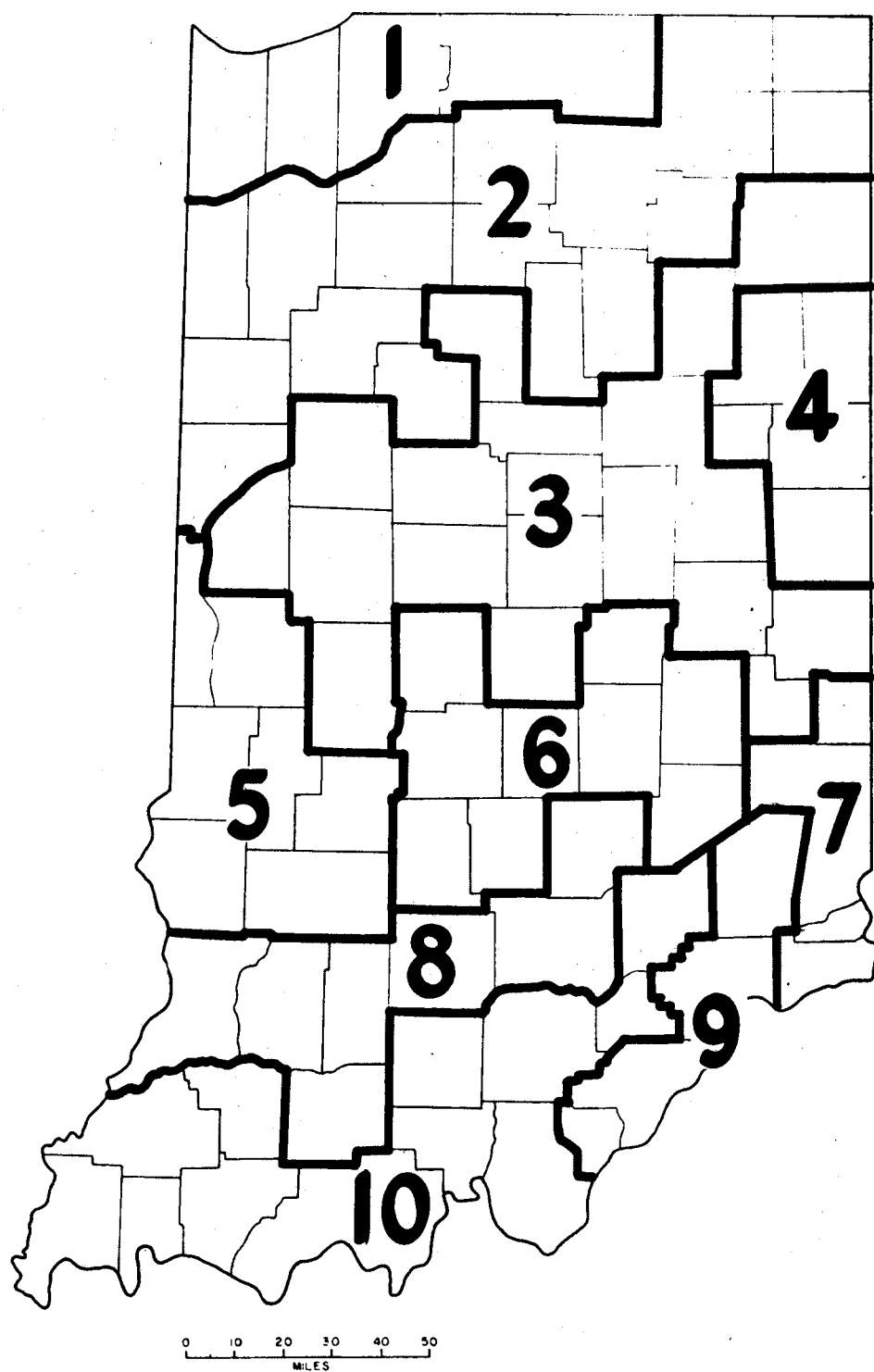


Figure 31.

### E. Toward Explanation

Population does play a role in the analysis of these regions, but it is interesting to note that the state has twenty-three Standard Metropolitan Statistical Areas (SMSA's), and they are almost evenly divided between the strong and weak regions. Population will play a more important role later in the evaluation process, but this indicates that it is not necessarily the dominant indicator.

Five factors were used in the analysis of the national regions. Three of these would not be good indicators on the state level for various reasons. Climate is somewhat uniform throughout the state; therefore, major regional variations would not be prevalent. Participation is also somewhat uniform. This was discussed in Chapter IV, and more equitable participation patterns were noted at that time. Uniformity is also evident in relationship to community involvement. Historically, Indiana has been noted for being "hysterical" about basketball, and in most counties this sport constitutes a unique way of life.

The remaining two factors are important on the state level; historical tradition and recurring stimulus. Along with these, four others should be added at this scale of evaluation: high school conference membership, social indicators, collegiate availability, and collegiate recruitment patterns.

There are strong indications that historical tradition is extremely important when analyzing these regions. As noted in Chapter IV, the three core areas that developed during the period from 1911 to 1942, dominated Indiana high school basketball. Two of those cores were located in Region 3. The other was partially found in Region 8.

Both of these regions are considered as strong areas. The three belts alluded to in Chapter IV, are predominantly located in Regions 1, 3, and 8, all strong regions.

An example of this historical tradition would be the city of Muncie, located in Delaware County. For many years, there were only two high schools located within the city limits. Muncie Central was the largest of the two and had developed a reputation in the basketball world. This school had been in the championship game of the state basketball tournament ten times, winning five. This made them the leader in the number of state championships won by any one school. Muncie was also considered by many as the basketball capital of Indiana.<sup>19</sup>

The population of this city continued to grow steadily, and in the 1960's the city Board of Education faced the problem of breaking up Muncie Central into smaller units. One of the major negative arguments was the possibility of splitting up the Muncie Central "Bearcat" basketball team. Finally, after much debate, the city was rezoned educationally, and two other high schools were created. It will be interesting to note the effects of this in the future in relationship to basketball success.

Recurring stimulus is also a factor of importance. Great coaches, good teams, and consistent community spirit and involvement perpetuate this stimulus. On the national level, UCLA is an illustration of this concept; Muncie Central and Lafayette Jeff (Region 3) are good

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<sup>19</sup> Signs to that effect were printed and placed at the city limits on all major highways coming into the city.

examples in Indiana. Many coaches have played a major role in developing this local pride. This concept is evident when studying the ten regions individually.

Many times basketball conferences can be the stimulus to develop rivalries; therefore, encouraging better basketball over a period of years. Much has already been said about the North Central Conference (Chapter V), but this is an excellent example of the role a conference has in developing basketball strength, emphasis, and influence. This concept is mostly concerned with the high schools because collegiate conferences many times cross state boundary lines.

Socioeconomic indicators were also used in the evaluation process. Five of these indicators were selected for this study; median education, median income, per cent urbanization, population density, and population increase over a period of time. These items are somewhat related as indicated by the correlations between them. For example, per cent urban and median income ( $r_s = .685$ ), per cent urban and median education ( $r_s = .332$ ), and median income and median education ( $r_s = .693$ ).<sup>20</sup> For this reason, the social indicators are combined in this analysis.

Every county of Indiana was evaluated according to its rank for each social indicator. The bottom fifty per cent of the counties for each category was then indicated in Figure 32. Figure 32 was then compared with Figure 31 to see if the regions of low basketball

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<sup>20</sup>These correlations are given as examples. It should be understood that when median data is used, there is a shorter range of values; therefore, values of individual counties are usually very close together and minor fluctuation would change the rank correlation very easily.

## SOCIAL INDICATORS

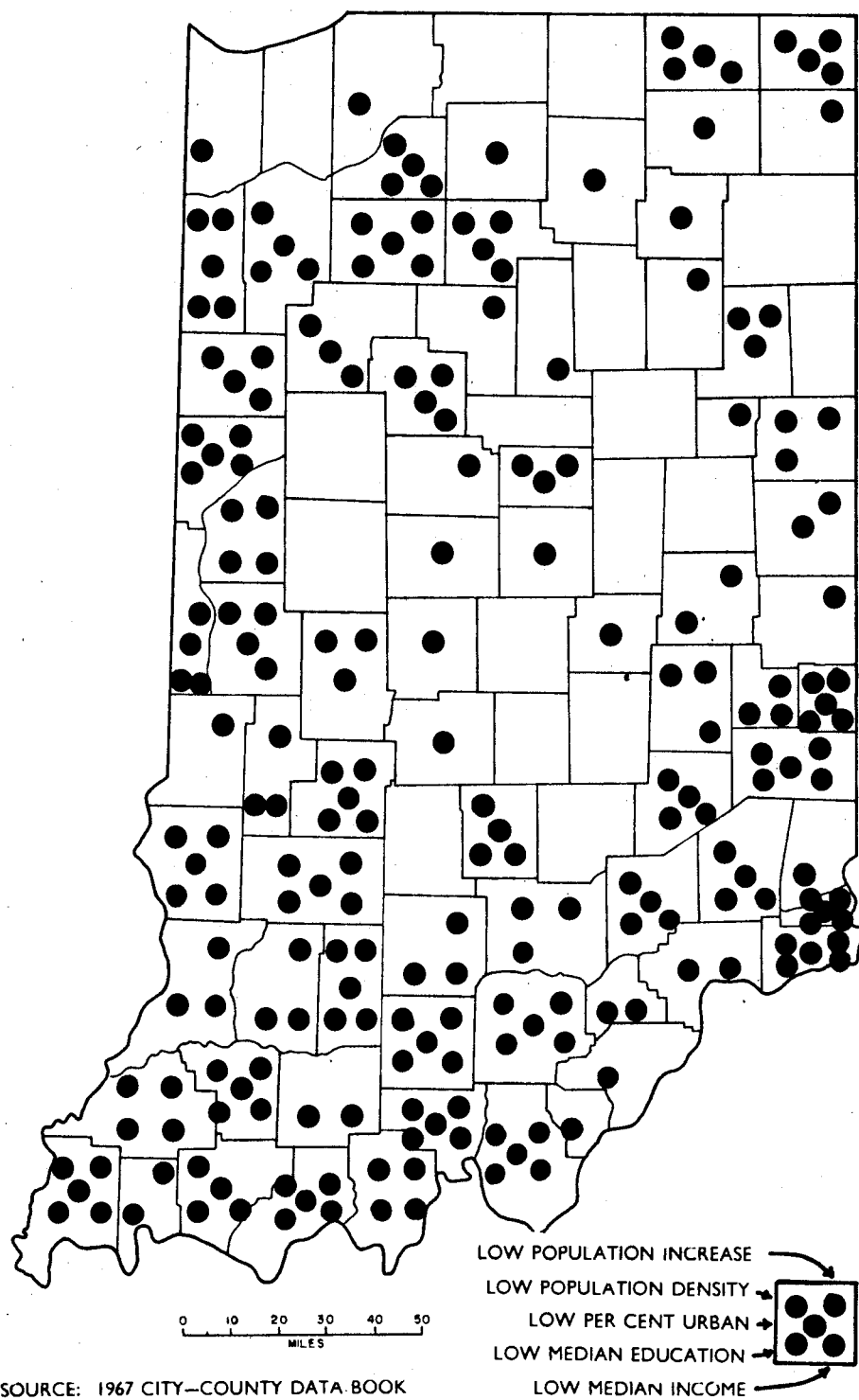


Figure 32.

strength, emphasis, and influence were the same as those areas of Indiana ranking at the bottom of the social indicator scale.

One way of comparison was to determine how many counties ranked low in four or more of the categories in each of the weak regions. There are eighteen counties in Region 2, and ten of them fell within that group; Region 4, two out of five; Region 5, five out of seven; Region 6, two out of nine; Region 7, four out of five; and Region 10, eleven out of thirteen. In four of the six poor regions, there seemed to be a great deal of correlation between these two items. In contrast only three of the thirty-five strong region counties ranked low.

Collegiate availability within the state of Indiana was another evaluation factor used. Participation opportunity within Indiana compared with the rest of the country was well above average (Chapter IV). The problem was to locate areas within the state that fell outside the convenient radius of a collegiate institution.

The location of each of the thirty-four colleges and universities used in the sample (Appendix C) was placed on a map and a thirty mile radius was drawn outward from each location (Figure 33).<sup>21</sup> Although there was much overlapping of circles, several areas were not covered at all. This was noted in the evaluation to see if there was any correlation between this and the low regions of strength, emphasis, and influence.

Portions of thirty-three counties are outside of this thirty mile radius (Figure 33). Twenty-three, or 70 per cent of these counties

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<sup>21</sup>The selection of the thirty mile radius was subjective. It was estimated that it would take approximately one hour to leave one's home, travel thirty miles, park a car, and arrive inside a classroom.

## COLLEGIATE AVAILABILITY

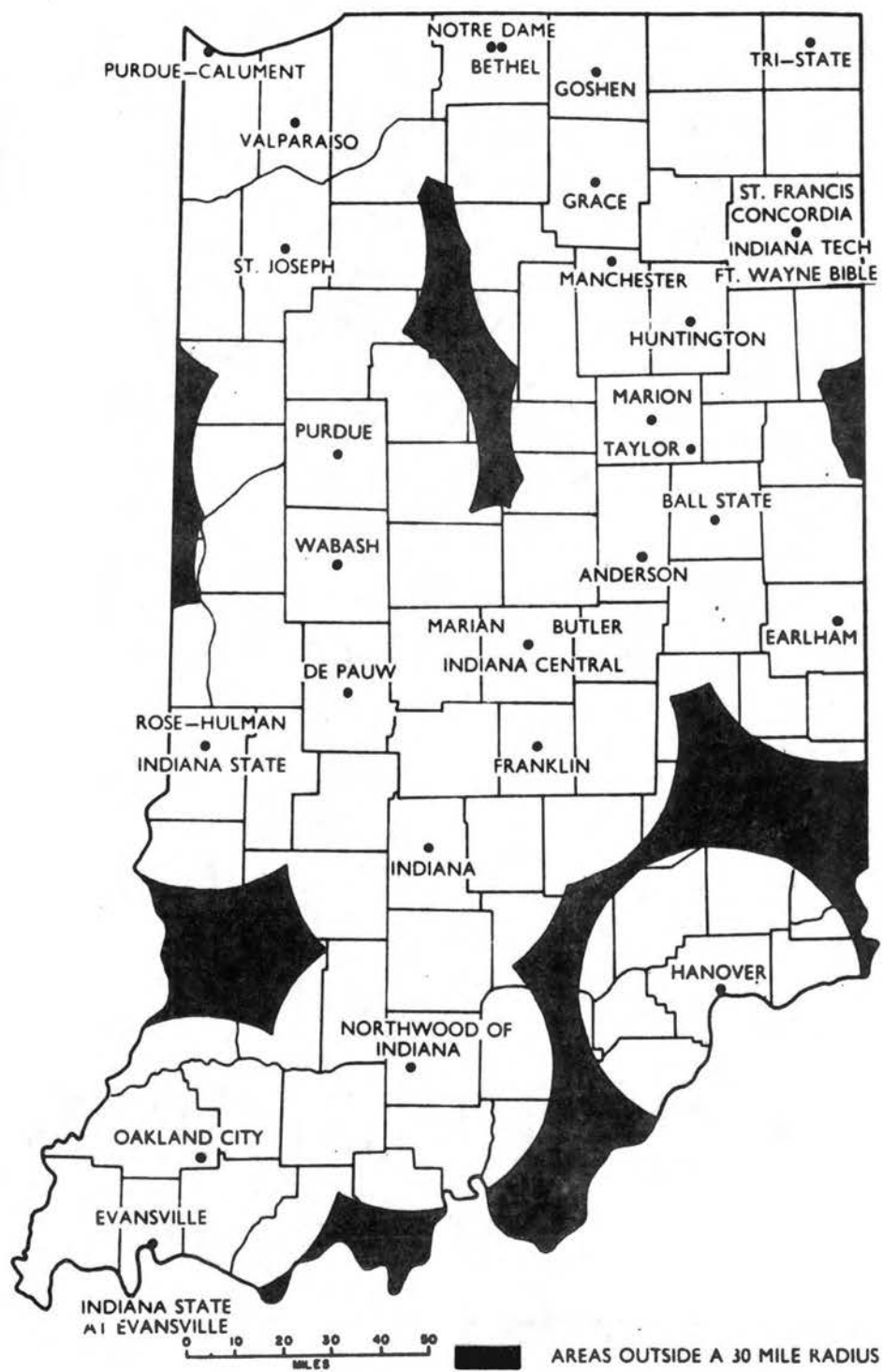


Figure 33.

also fell within the poor basketball regions.

The last evaluation factor used was the collegiate recruitment patterns of the individual colleges and universities located within the state of Indiana. With these schools, 73.6 per cent of the NCAA players and 67.3 per cent of the NAIA players came from within the state. Recruitment patterns for each school were developed by computing the distance between the center of the Indiana county of origin of the athlete and the institution he attended (Figure 34 and Figure 35).

There were differences between NCAA and NAIA recruitment behavior. Only 29.5 per cent of the NCAA players come from within thirty miles of their home institution; whereas, 58.1 per cent of the NAIA players came from within the same distance. It is interesting to note that there was a greater variance between the two when Butler -- a NCAA school located in Indianapolis -- and Tri-State, Hanover, and Rose-Hulman -- NAIA schools located at the extreme boundaries of the state -- were eliminated from the calculation. The new percentages would be 23.1 per cent for NCAA and 66.9 per cent for NAIA.

This information indicated that although the larger NCAA institutions obtained most of their players from the state (73.6 per cent) such players came frequently from distant sections of the state. The smaller NAIA colleges recruited more players from other states than did the NCAA schools, but they generally depended more heavily upon their immediate locale for their "Hoosier" ball players.

One of the first items that can be seen from Figure 34 is that all but one of the NCAA institutions are located in the western half of the state. Only Ball State University is found in the east. A second factor is the distance that most athletes travelled to attend



INSTATE RECRUITING OF COLLEGIATE BASKETBALL PLAYERS  
BY NCAA INSTITUTIONS

1971 - 72

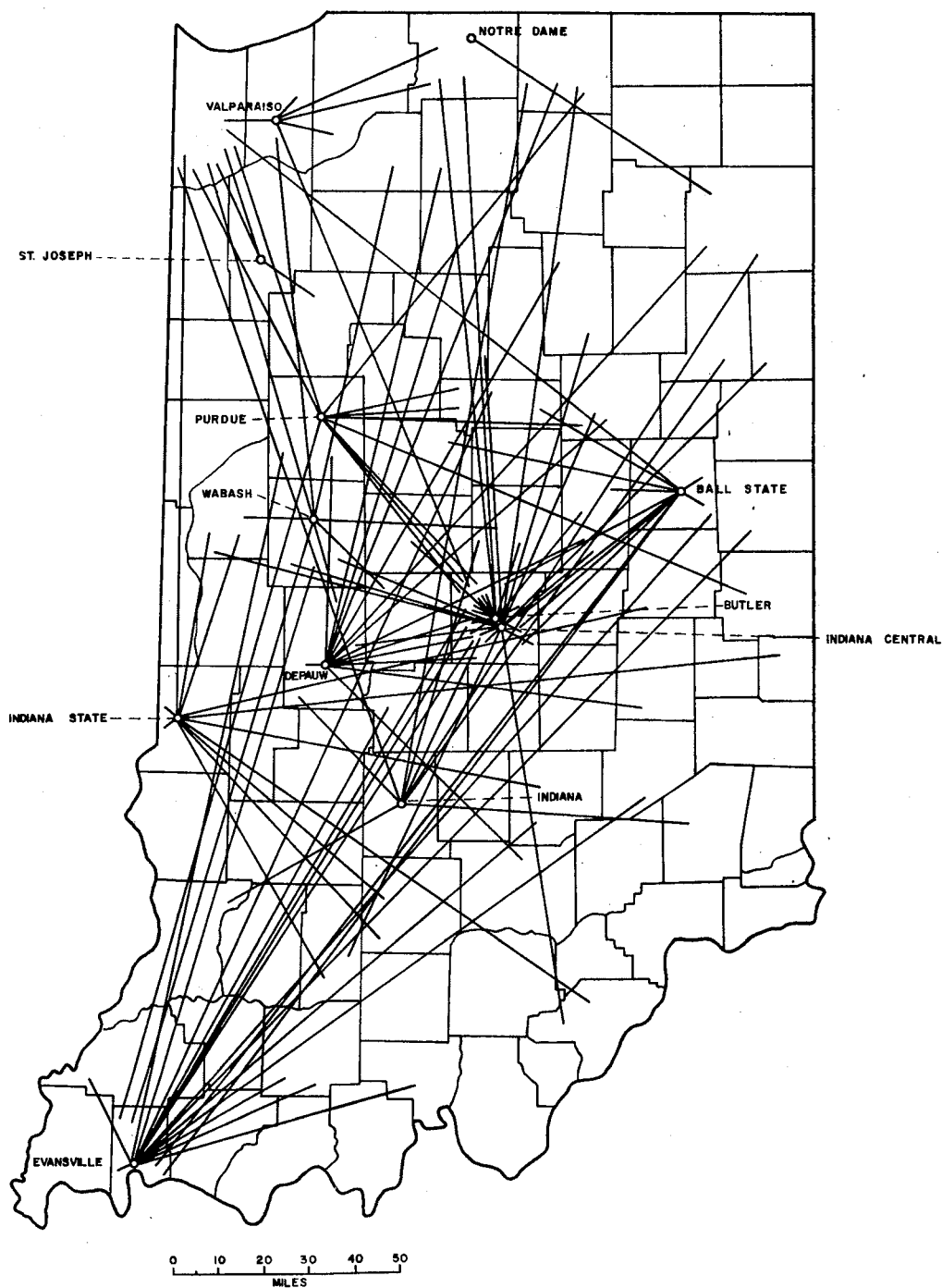
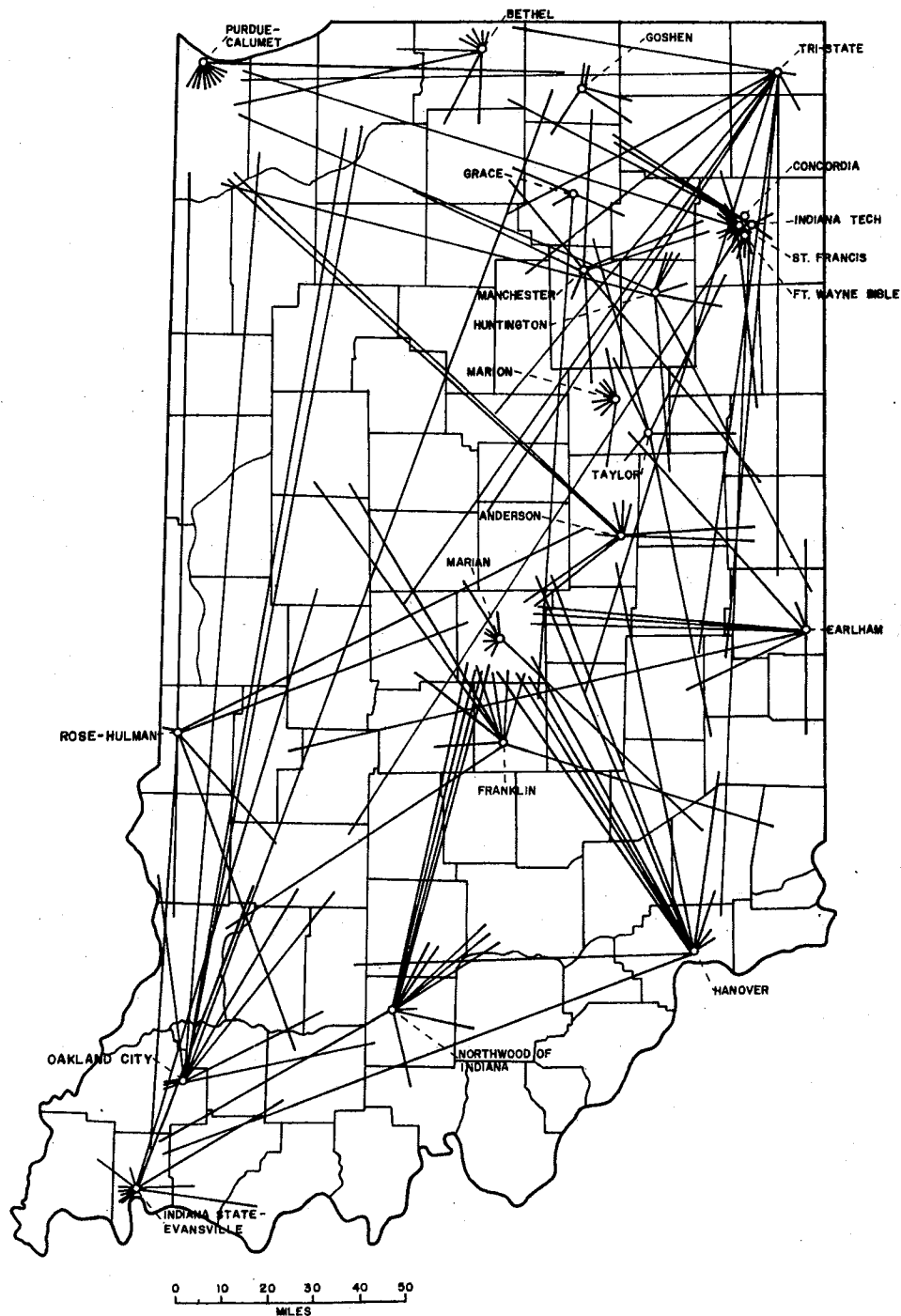


Figure 34.

# INSTATE RECRUITING OF COLLEGIATE BASKETBALL PLAYERS BY NAIA INSTITUTIONS

1971 - 72



1 LINE INDICATES THE MIGRATORY ROUTE OF 1 PLAYER FROM HOME COUNTY

Figure 35.

their school. The average mileage per NCAA ball player was 68.7 miles. Again, if Butler University is eliminated, this average would increase to 74.6 miles. The in-state athletes from Evansville University (116.5) and Indiana University (97.6) came from the greatest distance. The Butler ball players came from the shortest distance (22.9), and nine of their fourteen players came from the local area of Indianapolis. Although most of the colleges and universities obtained their players from within the state (73.6 per cent), there were two that did not; Notre Dame (1) and St. Joseph (3). If these two schools would be eliminated from the calculations, the NCAA institutions would obtain 85.5 per cent of their basketball players from within Indiana. Three schools recruited all their players from the state; Butler, DePauw, and Indiana State.

It is assumed that the larger NCAA schools have a more organized recruitment program, with a larger budget for this aspect of their athletic endeavors. One geographical explanation of the recruitment pattern is that several of these institutions, such as St. Joseph College, Evansville University, and Indiana State University, are located along the fringe of relatively poor or average basketball player production areas within the state as developed earlier. Therefore, the need to recruit in other areas of the state is greater.

Since only five of the twenty-two NAIA institutions were located in the west, the east, with only one NCAA school, was dominated by the NAIA colleges and universities (Figure 35). Although the smaller schools had more out-of-state players, their Indiana players were usually from within thirty miles of them. These clusters are readily visible as illustrated by Purdue-Calumet, Bethel, St. Francis, Marion,

and Indiana State at Evansville (Figure 35). The average distance per ball player was 43.8 miles, and it decreased to 30.7 miles if four of the schools are eliminated; Hanover, Tri-State, Oakland City, and Rose-Hulman. Because these four institutions were located on the edges of poor production areas, it may be assumed they had to travel farther to locate quality players. They were also located on or near the state boundary lines.

Concordia, Ft. Wayne Bible, Goshen, and Grace obtained the fewest players from Indiana. Concordia had none. Each of these schools was church related, and many of their players came from their denominational group throughout the mid-western part of the United States. There were no NAIA colleges or universities that had all Indiana players. All but two of these NAIA schools were private colleges, so in most cases their clientele come from throughout the country.

Oakland City and Tri-State had the greatest average recruiting distance for each Indiana ball player -- 101.0 and 95.9 miles respectively -- while Ft. Wayne Bible and Marion had the shortest with Ft. Wayne Bible obtaining all its Indiana players from Ft. Wayne and Marion players coming an average of 5.8 miles.

One major reason for so much local recruitment by the NAIA schools was due to their limited athletic budgets. Since Indiana is one of the national leaders in basketball player production, it is understandable why there would be several good high school players who would not be sought after by larger NCAA institutions. This situation allows the smaller colleges the opportunity to recruit athletes on a local basis and thus cut down on costs.

To gain historical perspective, the players of NAIA schools for

the academic year 1967-68 were studied. There was a difference of four years between the two studies, but there is similarity between the two. In this historical study, 63 per cent of the players were from Indiana, as compared with 67.3 per cent in the 1971-72 study. Concordia still had the least number coming from within Indian, one compared with none. Goshen and Grace followed closely behind. The only difference would be Rose-Hulman taking the place of Ft. Wayne Bible in this category. There were still no schools which had only "Hoosiers" on their basketball teams.

The cluster concept continued to play an important part in the recruitment program of several schools. Bethel and St. Francis were still the best examples of this pattern. It is important to note that Purdue-Calumet, Marion, and Indiana State at Evansville were not NAIA members at this earlier period. Oakland City and Tri-State, along with Hanover, continued to recruit players from the greatest distance within the state. This historical comparison is striking and somewhat significant, but study must be continued over a longer period of time before trends or patterns can be fully determined.

The purpose of this information was to evaluate the recruitment of basketball players from the institutions located in each of the ten regions, trying to note patterns that would help explain why some areas were strong and others weak. Three regions (4, 7, 8) have no collegiate institutions. Regions 4 and 7 are considered poor areas. Region 5 is a good example of this factor. Two institutions are located in this area, both in the city of Terre Haute: Indiana State University and Rose-Hulman Institute. The average distance travelled by each athlete from his home to one of these schools was 69.3 and 69.2 miles

respectively. This indicates that most of these players came from outside this region. Only six basketball players were from this region. This information indicates that this section of Indiana does not produce a significant number of players in comparison to some of the other regions of the state.

Some of the same can be seen in Region 2. There are four schools located in this eighteen county area. Two of these institutions, St. Joseph College and Grace College, recruit most of their players from outside the state (eleven of fourteen and six of ten respectively). Tri-State College, also located in this region, has one of the largest average recruiting distances of all the schools in the state, 95.9 miles. These illustrations indicate a strong pattern of recruitment outside of Region 2.

The opposite is true of Region 3, considered a strong area. Sixteen collegiate institutions are found in this nineteen county area. Seven of these colleges have average recruitment patterns under thirty-five miles for their Indiana basketball players. This is approximately forty-five per cent. Many of the other schools recruit from a longer average distance, but still within the boundaries of this region. It is the largest of the ten regions developed.

Each of these six factors can be used in detail to make an in depth study of the ten regions. Region 3 has the best credentials when these factors are applied; therefore, this region is the most significant in relationship to basketball strength, emphasis, and influence in Indiana. The counties of this region rank very high with all the factors. The total strength of some of these factors begins to diminish slightly as each of the other regions are studied.

It should be understood that subjective personal evaluation by the author was important throughout the regionalization process and the explanatory analysis. With different variables used in developing regions, and other evaluation factors drawn upon for analysis, there could be justification for a different regionalization of basketball in Indiana. But in the opinion of the author, the variables and factors used in this chapter are informative and are likely ones to be used in this situation.

## CHAPTER VII

### SUMMARY, CONCLUSIONS, IMPLICATION, AND RECOMMENDATIONS

Although this has been a descriptive study of Indiana basketball, several conclusions were drawn, implications observed, and recommendations suggested. These items will be discussed by topic, with over-all recommendations suggested at the conclusion of this chapter.

The origin of basketball on the national level is easily determined and has been well documented by Naismith and others. It is also appropriate that the National Basketball Hall Fame is located at Springfield, Massachusetts. Origin is also relatively easy to locate in relationship to basketball in the state of Indiana. Its beginnings in Crawfordsville are linked to the direct diffusion from Springfield, at a very early date. It is assumed that the origin of basketball on the state level could also be as easily researched throughout the United States as it was for Indiana.

The concept of diffusion is another matter. It is extremely difficult to follow the spread of basketball throughout the country, due to its rapid growth. The interest generated by this sport is exemplified by the fact that, by the turn of the century, basketball was being played in every section of the United States and in several foreign countries. This problem also existed on the state level. The method used in studying strength and emphasis, in high school



tournament competition, proved enlightening. This type of diffusion can be followed from 1911 through 1942, after which the large urban areas took control. The influence of individual coaches was also apparent.

There remains a need for more basketball histories written at the state level. Schwomeyer did this for Indiana, and it has proven very beneficial. This recommendation also applies to national tournament and conference histories. Several sources of statistical data are available, namely the basketball encyclopedias and the Converse yearbooks. This available material should be assimilated into historical narratives.

One of the strongest areas of this study, was the availability and use of distribution data. The most valuable of this information was the basketball production data supplied by team rosters collected by Rooney at the Geography Department of Oklahoma State University. Other distribution information consisted of participation, attendance, championship teams, and quality player data. Added to this list could be a more complete study of the distribution of championship collegiate teams and an attempt at newspaper evaluation concerning basketball reporting emphasis in selected areas of the country. The study of basketball booster clubs might also be valuable in this evaluation process, if accurate data could be found.

One major outgrowth of this type of distributional study is the interest developed concerning areas of strong basketball player production. The recruiting job by collegiate coaches could be aided by the development of a theoretical recruiting model, which would have as its base the distributional pattern of production. This model would be

concerned with areas producing a large number of players, having supplied themselves adequately, and having enough good players left over to create a substantial number for exportation. The variables of distance and intervening opportunities should also be incorporated in the formula of the model. One significant implication of this type of study would be the reduction of the recruiting costs expended by most collegiate institutions in developing quality basketball teams.

The study of the movement of basketball players both locally and nationally from the place of production to the place of consumption helps in the total evaluation process of the strength, emphasis, and influence of a particular area in relationship to basketball. This kind of information is fundamental and contributes in developing a recruiting model.

Various examples of spatial interaction could be developed. Conference recruitment patterns and the movements of coaches from one point to another with a correlation made between basketball success and this movement, would be excellent examples. The study of collegiate scheduling -- high schools would be too localized in most cases -- in relationship to team success might be apropos.

Both raw importation of basketball players and the per cent in relationship to the total number imported by an area could be used to develop regions of basketball player dependency. One possible way to evaluate and analyze dependency would be to structure a regression problem consisting of a dependent variable, such as the per cent of the core export, and two or three independent variables, such as distance, population, and/or population times distance. The residuals from this sort of regression problem could be mapped and the regional variations

analyzed. This might clarify some of the unexplained variation that now exists.

Geographically, Indiana basketball is extremely well organized. the collegiate institutions belong to strong national athletic associations, and most of them are part of conferences which have mutual interests. Within the last year (1973), the NCAA has seen the need for reorganization into three divisions. The assessment of this decision must be studied in the future. The NAIA has also evaluated its organizational structure and has made some minor changes recently. One example, has been the elimination of one district in the northwest, and the creation of a new one in the northeast. This change was due to the growing membership of institutions in the eastern portion of the country and to the resulting imbalance in relationship to tournament representation. This illustrated the need for continuous evaluation by the national athletic associations in reference to spatial organization.

The Indiana High School Athletic Association had its beginnings in 1903, and has played the most important role in athletics on the high school level since that time. The administration of basketball, and more specifically the state tournament, has been one of the most important functions of this organization. In recent years, there has been a great deal of attention given to the equalization of numbers in relationship to the sectional portion of this tournament. This kind of spatial organization is applicable to any team aspiring to the state championship. With high school consolidation and reorganization continually taking place, this aspect of geography is of consequence.

The regionalization process is an invention of the mind, and it is a tool that can be manipulated to meet the needs of the problem. Homogenous and complex homogenous grouping was used several times throughout the study. Which variables and evaluation processes to use are the two paramount issues to deal with when attempting complex homogenous grouping. In this study, the variables were selected upon a rationale developed by the author and the evaluation process was an elementary comparison, ranking, and summation analysis. The results were revealing and confirmation of the leadership role of Indiana in relationship to basketball was realized. This regionalization process in itself represented a major conclusion of this study.

One recommendation for future research in this field, would be in applying more adequate and comprehensive quantitative techniques in developing regional groups. With the use of the computer, many sophisticated techniques are available.

The relationship between religion and sport in today's society is of special interest to this author. This affiliation has been gaining momentum in recent years and the social implications upon society warrant investigation. Several organizations have been established which propagate this unique combination, such as Venture for Victory, Fellowship of Christian Athletes, Sports Ambassadors, Athletes in Action, and Wandering Wheels.

Other over-all recommendations should be made at this point. A follow up study of this nature would be in order in a five or ten year period. This would provide the continuity necessary to make more conclusive judgements concerning basketball strength, emphasis, and influence within an area. Areas other than Indiana could also be

studied in depth. This type of study would not have to be limited by state boundaries. Groups of states could be analyzed collectively, or the urban-rural relationship could be investigated within a particular state. Several combinations could be developed to aid in the geographic research of basketball.

It is the opinion of this author that enough information has been collected and presented in this study to warrant the statement that Indiana is one of the core areas, if not the core, in the United States where basketball is concerned. The data analyzed in this study substantiates this statement, and it is conjectured that if further information were gathered, the same results would be realized.

Areas were found within Indiana that were stronger than others. The strongest of these regions was the north central core developed in the regionalization chapter. Therefore, it might be suggested that Muncie (or Lafayette, or Anderson, or Indianapolis) could be the basketball capital of the state, or maybe even the nation!

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## APPENDIX A

### INDIANA STATE HIGH SCHOOL TOURNEY

#### WINNERS AND COACHES

1911-Crawfordsville-Dave Glascock	1945-Evansville Bosse- Herm Keller
1912-Lebanon-Claude Whitney	1946-Anderson-Charles Cummings
1913-Wingate-Jesse Wood	1947-Shelbyville-Frank Barnes
1914-Wingate-Len Lehman	1948-Lafayette-Marion Crawley
1915-Thorntown-Chet Hill	1949-Jasper-Leo O'Neill
1916-Lafayette-C. F. Apking	1950-Madison-Ray Eddy
1917-Lebanon-Alva Staggs	1951-Muncie Central-Art Beckner
1918-Lebanon-Glenn Curtis	1952-Muncie Central-Lawrence McCreary
1919-Bloomington-Cliff Wells	1953-S. Bend Central-Elmer McCall
1920-Franklin-Ernest Wagner	1954-Milan-Marvin Wood
1921-Franklin-Ernest Wagner	1955-Indianapolis Attucks- Ray Crowe
1922-Franklin-Ernest Wagner	1956-Indianapolis Attucks- Ray Crowe
1923-Vincennes-John Adams	1957-S. Bend Central-Elmer McCall
1924-Martinsville-Glenn Curtis	1958-Ft. Wayne South-Don Relchert
1925-Frankfort-Everett Case	1959-Indianapolis Attucks- Bill Garrett
1926-Marion-Gene Thomas	1960-E. Chicago Washington- Johnny Baratto
1927-Martinsville-Glenn Curtis	1961-Kokomo-Joe Platt
1928-Muncie-Pete Jolly	1962-Evansville Bosse-Jim Myers
1929-Frankfort-Everett Case	1963-Muncie Central-Dwight Tallman
1930-Washington-Burl Friddle	1964-Lafayette-Marion Crawley
1931-Muncie-Pete Jolly	1965-Indianapolis Washington- Jerry Oliver
1932-New Castle-Orville Hooker	1966-Michigan City-Doug Adams
1933-Martinsville-Glenn Curtis	1967-Evansville North-Jim Rausch
1934-Logansport-Cliff Wells	1968-Gary Roosevelt-Louis Mallard
1935-Anderson-Archie Chadd	1969-Indianapolis Washington- Bill Green
1936-Frankfort-Everett Case	1970-E. Chicago Roosevelt- Bill Golzbach
1937-Anderson-Archie Chadd	1971-E. Chicago Washington- John Molodet
1938-Fort Wayne South- Burl Friddle	1972-Connersville-Myron Dickerson
1939-Frankfort-Everett Case	
1940-Hammond Tech-Lou Birkett	
1941-Washington-Marion Crawley	
1942-Washington-Marion Crawley	
1943-Ft. Wayne Central- Murray Mendenhall	
1944-Evansville Bosse- Herm Keller	

## APPENDIX B

### COLLEGIATE SAMPLE

#### ALABAMA

Alabama A & M College  
University of Alabama  
Auburn University  
Samford University  
University of South Alabama  
Birmingham-Southern College  
Troy State College  
Alabama College  
Jacksonville State College  
Florence State University

#### ALASKA

University of Alaska

#### ARIZONA

Arizona State University  
University of Arizona  
Northern Arizona University

#### ARKANSAS

Arkansas State University  
University of Arkansas  
Ouachita Baptist College  
College of the Ozarks  
Harding College  
State College of Arkansas  
Arkansas Tech  
Arkansas AM & N College

#### CALIFORNIA

California State Polytechnic  
College  
California State College  
(Long Beach)  
California State College  
(Los Angeles)

University of California  
(Berkeley)  
University of California  
(Los Angeles)  
Fresno State College  
Occidental College  
University of the Pacific  
San Diego State College  
San Fernando Valley State College  
University of San Francisco  
University of Santa Clara  
University of Southern California  
Stanford University  
California Lutheran College  
La Verne College  
San Diego University (La Jolla)  
Westmont College  
Azusa Pacific College  
University of California (Davis)  
Whittier College  
Humboldt State College  
Sacramento State College  
California State College  
(Fullerton)  
San Diego, The University of  
University of Redlands  
Sonoma State College  
University of San Francisco  
Saint Mary's College

#### COLORADO

Colorado State University  
University of Colorado  
University of Denver  
U.S. Air Force Academy  
Adams State College  
Southern Colorado State College  
Regis College

## CONNECTICUT

University of Connecticut  
 Fairfield University  
 U.S. Coast Guard Academy  
 Wesleyan University  
 Yale University  
 University of Bridgeport  
 Central Connecticut State College  
 East Connecticut State College  
 New Haven College  
 Quinnipiac College  
 Sacred Heart University  
 Southern Connecticut State  
 College  
 Trinity College

## DELAWARE

University of Delaware  
 Delaware State College

## DISTRICT OF COLUMBIA

George Washington University  
 Georgetown University  
 The American University  
 Catholic University of America

## FLORIDA

Florida State University  
 University of Florida  
 Jacksonville University  
 Rollins College  
 Stetson University  
 Biscayne College  
 Florida Presbyterian  
 West Florida University  
 Florida Southern College  
 University of South Florida

## GEORGIA

Georgia Institute of Technology  
 University of Georgia  
 Columbus College  
 Georgia State University  
 West Georgia College  
 Savannah State College  
 Mercer University  
 Oglethorpe College  
 Berry College  
 Valdosta State College

## HAWAII

University of Hawaii

## IDAHO

Boise State College  
 Idaho State University  
 University of Idaho

## ILLINOIS

Bradley University  
 DePaul University  
 Eastern Illinois University  
 Illinois State University  
 University of Illinois  
 Loyola University  
 Northern Illinois University  
 Northwestern University  
 Southern Illinois University  
 Western Illinois University  
 Augustana College  
 Illinois Wesleyan University  
 MacMurray College  
 McKendree College  
 Millikin University  
 Southern Illinois University  
 (Edwardsville)  
 Trinity College  
 Wheaton College  
 North Park College  
 Aurora College  
 Quincy College  
 Monmouth College  
 Concordia Teachers College  
 Elmhurst College  
 University of Chicago  
 Greenville College  
 North Central College

## INDIANA

Ball State University  
 Butler University  
 University of Evansville  
 Indiana State University  
 Indiana University  
 University of Notre Dame  
 Purdue University  
 Saint Joseph's College  
 Anderson College  
 Concordia Senior College  
 DePauw University



Earlham College  
 Fort Wayne Bible College  
 Franklin College of Indiana  
 Goshen College  
 Hanover College  
 Huntington College  
 Indiana Central College  
 Indiana Institute of Technology  
 Manchester College  
 Marian College  
 Oakland City College  
 St. Francis College  
 Tri State College  
 Taylor University

## IOWA

Drake University  
 Iowa State University  
 University of Iowa  
 Northern Iowa, University of  
 Northwestern College  
 Simpson College  
 Upper Iowa College  
 Wartburg College  
 Loras College  
 William Penn College  
 Coe College  
 Iowa Wesleyan College  
 University of Dubuque

## KANSAS

Kansas State University  
 University of Kansas  
 Wichita State University  
 Kansas State College  
 (Fort Hays)  
 Kansas State College  
 (Pittsburg)  
 Washburn University  
 Marymount  
 McPherson College  
 Bethany College

## KENTUCKY

Eastern Kentucky University  
 Kentucky State College  
 University of Kentucky  
 University of Louisville  
 Morehead State University  
 Murray State College  
 Western Kentucky University

Centre College  
 Union College  
 Kentucky Wesleyan University

## LOUISIANA

Centenary College of Louisiana  
 Louisiana Polytechnic Institute  
 Louisiana State University  
 Louisiana State  
 University of Southwestern  
 Louisiana  
 Tulane University  
 Xavier  
 Northwestern Louisiana State  
 College  
 Northwestern State College

## MAINE

University of Maine  
 Bates College  
 Bowdoin College  
 Colby College  
 Farmington State College  
 Nason College  
 Ricker College

## MARYLAND

Johns Hopkins University  
 University of Maryland  
 Morgan State College  
 U.S. Naval Academy  
 University of Baltimore  
 Loyola College  
 Mount St. Mary's College  
 Maryland State College (Towson)  
 Maryland State College  
 (Eastern Shores)  
 Washington College  
 Western Maryland College

## MASSACHUSETTS

Assumption College  
 Boston College  
 Boston University  
 Harvard University  
 Holy Cross College  
 University of Massachusetts  
 Northeastern University  
 Tufts College  
 American International

Amherst College  
 Babson Institute  
 Bentley College  
 Boston State College  
 Brandeis University  
 Bridgewater State College  
 Clark University  
 Fitchburg State College  
 Lowell Technological Institute  
 Lowell State College  
 Massachusetts Institute of  
 Technology  
 Merrimack College  
 Nichols College of Business  
 Administration  
 North Adams State College  
 Salem State College  
 Springfield College  
 Stonehill College  
 Suffolk University  
 Western New England College  
 Westfield State College  
 Williams College  
 Worcester Polytechnic Institute  
 Worcester State

#### MICHIGAN

Central Michigan University  
 Detroit, University of  
 Eastern Michigan University  
 Michigan State University  
 University of Michigan  
 Northern Michigan University  
 Wayne State University  
 Western Michigan University  
 Hillsdale College  
 Northwood of Michigan  
 Spring Arbor College  
 Ferris State College  
 Lake Superior State College  
 Grand Valley State College

#### MINNESOTA

University of Minnesota  
 St. Thomas College  
 Augsburg College  
 Hamline University  
 Winona State College  
 Bemidji State College  
 University of Minnesota (Morris)  
 Mankato State College  
 St. Olaf College

St. John's University  
 St. Cloud State College  
 Gustavus Adolphus College  
 University of Minnesota (Duluth)

#### MISSISSIPPI

Jackson State College  
 Mississippi State University  
 University of Mississippi  
 Southern Mississippi University  
 Bellhaven College  
 Millsaps College

#### MISSOURI

University of Missouri  
 Saint Louis University  
 Missouri Southern State College  
 University of Missouri  
 (St. Louis)  
 Rockhurst College  
 Southwest Baptist College  
 University of Missouri (Rolla)  
 Concordia Seminary  
 Evangel College  
 William Jewell College  
 Park College  
 Southwest Missouri State College  
 Southeast State College  
 Lincoln University

#### MONTANA

Montana State University  
 University of Montana  
 Eastern Montana College  
 Carroll College

#### NEBRASKA

Creighton University  
 University of Nebraska  
 Hastings College  
 John F. Kennedy  
 Nebraska State College (Kearney)  
 Nebraska University  
 Nebraska State College (Peru)  
 Nebraska State College (Chadron)

#### NEVADA

Nevada University

## NEW HAMPSHIRE

Dartmouth College  
 University of New Hampshire  
 Keene State  
 New England College  
 Plymouth State College  
 St. Anselm's College

## NEW JERSEY

Princeton University  
 Rider College  
 Rutgers University  
 Saint Peter's College  
 Seton Hall University  
 Fairleigh Dickinson University  
 Glassboro State College  
 Jersey City State College  
 Montclair State College  
 Trenton State College  
 Upsala College  
 Drew University  
 Newark State College

## NEW MEXICO

New Mexico State University  
 University of New Mexico  
 Western New Mexico University  
 Eastern New Mexico University

## NEW YORK

Buffalo University  
 Canisius College  
 Colgate University  
 Columbia University  
 Cornell University  
 Fordham University  
 Long Island University  
 (Brooklyn Center)  
 Manhattan College  
 The City College of New York  
 Niagara University  
 The University of Rochester  
 St. Bonaventure University  
 St. John's University  
 Syracuse University  
 U.S. Military Academy  
 Elmira College  
 Adelphi University  
 Albany University  
 Alfred University

Bernard M. Baruch  
 Binghamton University  
 Brooklyn College  
 Brooklyn Polytechnic Institute  
 Hamilton College  
 Hartwick College  
 Hobart College  
 Hofstra University  
 Houghton College  
 Hunter College  
 City University of New York  
 Iona College  
 Ithaca College  
 Lehman College  
 Le Moyne College  
 Marist College  
 New York Institute of Technology  
 New York State Maritime College  
 State University of New York  
 (Brockport)  
 State University of New York  
 (Cortland)  
 State University of New York  
 (Fredonia)  
 State University of New York  
 (Geneseo)  
 State University of New York  
 (New Paltz)  
 State University of New York  
 (Oneonta)  
 State University of New York  
 (Flattsburg)  
 State University of New York  
 (Potsdam)  
 Pace College  
 C.W. Post  
 College of Long Island University  
 Pratt Institute  
 Queens College  
 Rensselaer Polytechnic Institute  
 Roberts Wesleyan  
 Rochester Institute of Technology  
 St. Francis College  
 St. John Fisher College  
 St. Lawrence University  
 Siena College  
 Southampton College of L.I.U.  
 Stony Brook University  
 Union College  
 U.S. Merchant Marine Academy  
 Utica College of Syracuse  
 University  
 Wagner College  
 Yeshiva University

## NORTH CAROLINA

Davidson College  
 Duke University  
 East Carolina University  
 North Carolina State University  
 University of North Carolina  
 Wake Forest University  
 Elizabeth City State  
 North Carolina University  
     (Asheville)  
 North Carolina University  
     (Charlotte)  
 Pembroke State College  
 Western Carolina University  
 Gardner-Webb College  
 High Point College  
 Lenoir Rhyne College  
 North Carolina A & T State  
     University  
 Atlantic Christian College

## NORTH DAKOTA

North Dakota State University  
 University of North Dakota  
 Jamestown College  
 Minot State College  
 Valley City State Teachers  
     College

## OHIO

University of Akron  
 Bowling Green State University  
 University of Cincinnati  
 University of Dayton  
 Kent State University  
 Miami University  
 Ohio State University  
 Ohio University  
 University of Toledo  
 Xavier University  
 Youngstown State University  
 Capital University  
 Cleveland State University  
 Defiance College  
 Findlay College  
 Oberlin College  
 Walsh College  
 Wittenberg University  
 Wilberforce  
 OSU Lima  
 Heidelberg College

Urbana  
 Wilmington College

## OKLAHOMA

Oklahoma State University  
 University of Oklahoma  
 Oral Roberts University  
 The University of Tulsa  
 Cameron State College  
 Langston University  
 Oklahoma Baptist University  
 Oklahoma State College  
     (Central)  
 Oklahoma State College  
     (East Central)  
 Oklahoma State College  
     (Northeastern)  
 Oklahoma State College  
     (Southeastern)  
 Oklahoma State College  
     (Southwestern)  
 Panhandle A & M College  
 Phillips University

## OREGON

Oregon State University  
 University of Oregon  
 University of Portland  
 Portland State College  
 Willamette University  
 Eastern Oregon College  
 Linfield College  
 Lewis and Clark College

## PENNSYLVANIA

Bucknell University  
 Cheyney State College  
 Duquesne University  
 Lafayette College  
 La Salle College  
 Lehigh University  
 Pennsylvania State University  
 University of Pennsylvania  
 Philadelphia College of  
     Tex. & Sci.  
 University of Pittsburgh  
 Saint Francis College  
 St. Joseph's College  
 Temple University  
 Villanova University  
 Albright College

Bloomsburg State College  
 California State College  
 Carnegie-Mellon University  
 Clarion State College  
 Delaware Valley College  
 Dickinson College  
 Drexel Institute of Technology  
 East Stroudsburg State College  
 Edinboro State College  
 Elizabethtown College  
 Franklin and Marshall College  
 Gettysburg College  
 Haverford College  
 Indiana University of Penn.  
 Juniata College  
 King's College  
 Kutztown State College  
 Lebanon Valley College  
 Lincoln University  
 Lock Haven State College  
 Lycoming College  
 Mansfield State College  
 Millersville State College  
 Moravian College  
 Muhlenberg College  
 Pennsylvania Military College  
 University of Scranton  
 Shippensburg State College  
 Slippery Rock State College  
 Susquehanna University  
 Swarthmore College  
 Ursinus College  
 West Chester State College  
 Wilkes College

#### RHODE ISLAND

Brown University  
 Providence College  
 University of Rhode Island  
 Bryant College  
 Rhode Island College

#### SOUTH CAROLINA

The Citadel  
 Clemson University  
 University of South Carolina  
 Baptist College at Charleston  
 Erskine College  
 Presbyterian College

#### SOUTH DAKOTA

South Dakota State University  
 University of South Dakota  
 Yankton College  
 Sioux Falls College  
 Black Hills State College  
 Northern State College

#### TENNESSEE

Austin Peay State College  
 East Tennessee State University  
 Memphis State University  
 Middle Tennessee State University  
 The University of the South  
 Tennessee Technological University  
 University of Tennessee  
 Vanderbilt University  
 Belmont College  
 Bethel College  
 Carson-Newman College  
 Christian Brothers College  
 King College  
 Lincoln Memorial University  
 Milligan College  
 University of Tennessee  
     (Martin Branch)  
 Tennessee Wesleyan College  
 Tusculum College  
 Union University  
 University of Tennessee  
     (Chattanooga)

#### TEXAS

Albilene Christian College  
 Baylor University  
 Hardin-Simmons University  
 University of Houston  
 Lamar State College of Technology  
 North Texas State University  
 Pan American College  
 Rice University  
 Southern Methodist University  
 Texas A & M University  
 Texas Christian University  
 Texas Technological College  
 The University of Texas  
     (Arlington)  
 The University of Texas  
     (Austin)  
 The University of Texas  
     (El Paso)

West Texas State University  
 Prairie View A & M College  
 Bishop College  
 LeTourneau College  
 Stephen F. Austin State College  
 Trinity University  
 Austin College  
 Texas Southern University  
 Midwestern University  
 Sul Ross  
 East Texas State University  
 St. Mary's University  
 Southwest Texas State College

#### UTAH

Brigham Young University  
 Utah State University  
 University of Utah  
 Weber State College

#### VERMONT

Middlebury College  
 University of Vermont  
 Castleton State College  
 Johnson State College  
 Lyndon State College  
 Norwich University  
 St. Michael's College  
 Windham College

#### VIRGINIA

Emory and Henry College  
 University of Richmond  
 Roanoke College  
 Virginia Military Institute  
 Virginia Polytechnic Institute  
 University of Virginia  
 William & Mary, The College of  
 Bridgewater College  
 Hampton-Sydney College  
 Randolph-Macon College  
 George Mason College  
 Hampton Institute  
 Virginia State College

#### WASHINGTON

University of Puget Sound  
 Washington State University  
 University of Washington  
 Western Washington State College

Gonzaga University  
 Central Washington State College  
 St. Martin's College

#### WEST VIRGINIA

Marshall University  
 West Virginia State College  
 West Virginia University  
 Alderson-Broaddus College  
 Bluefield State College  
 Concord College  
 Davis and Elkins College  
 Fairmont State College  
 Glenville State College  
 Morris Harvey College  
 Salem College  
 Shepherd College  
 West Liberty State College  
 West Virginia Institute of Tech.  
 West Virginia Wesleyan College  
 Wheeling College  
 Beckley

#### WISCONSIN

Marquette University  
 University of Wisconsin  
 Stout State College  
 Wisconsin State University  
   (Eau Claire)  
 Wisconsin State University  
   (LaCrosse)  
 Wisconsin State University  
   (Oshkosh)  
 Wisconsin State University  
   (River Falls)  
 Wisconsin State University  
   (Stevens Point)  
 Wisconsin State University  
   (Superior)  
 Wisconsin State University  
   (Whitewater)  
 University of Wisconsin  
   (Milwaukee)  
 Wisconsin University  
 Ripon College

#### WYOMING

University of Wyoming

## APPENDIX C

INDIANA COLLEGIATE INSTITUTIONS  
AND AFFILIATIONS

## NCAA INSTITUTIONS

Indiana University-Big Ten  
 Purdue University-Big Ten  
 Notre Dame University-I  
 Ball State University-MAC  
 Indiana State University-I  
 Valparaiso University-ICC  
 Wabash College-I  
 DePauw University-ICC  
 Butler University-ICC  
 Indiana Central College-ICC  
 Evansville University-ICC  
 St. Joseph College-ICC

Big Ten-Big Ten Conference  
 I-Independent  
 MAC-Mid-American Conference  
 ICC-Indiana Collegiate  
     Conference  
 HBCC-Hoosier-Buckeye Collegiate  
     Conference  
 KIAC-Kentucky Intercollegiate  
     Athletic Conference  
 MCCC-Mid-Central College  
     Conference  
 CCBC-Chicagoland Collegiate  
     Basketball Conference

## NAIA INSTITUTIONS

Anderson College-HBCC  
 Earlham College-HBCC  
 Hanover College-HBCC  
 Manchester College-HBCC  
 Taylor University-HBCC  
 Oakland City College-KIAC  
 Goshen College-MCCC  
 Grace College-MCCC  
 Huntington College-MCCC  
 Indiana Institute of  
     Technology-MCCC  
 Marion College-MCCC  
 St. Francis College-MCCC  
 Tri-State College-MCCC  
 Bethel College-I  
 Concordia Senior College-I  
 Fort Wayne Bible College-I  
 Franklin College-I  
 Indiana State University  
     At Evansville-I  
 Marian College-I  
 Northwood College of  
     Indiana-I  
 Purdue-University At  
     Calumet-CCBC  
 Rose-Hulman Institute-I

## VITA

Roger Louis Jenkinson

Candidate for the Degree of

Doctor of Education

Thesis: THE GEOGRAPHY OF INDIANA INTERSCHOLASTIC AND INTERCOLLEGIATE BASKETBALL

Major Field: Higher Education

Minor Field: Geography

Biographical:

Personal Data: Born in Muncie, Indiana, May 27, 1938, the son of Mr. and Mrs. Louis A. Jenkinson. Married, wife Janet, son Eric.

Education: Graduated from Cowan High School, Cowan, Indiana, in May, 1956; received Bachelor of Science degree in Education from Taylor University in 1960; received Master of Arts degree from Ball State University in 1962; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1974.

Professional Experience: Teacher, Hayward Junior High School, Springfield, Ohio, 1960-61; teacher and Head of the Science Department, Highland High School, Anderson, Indiana, 1961-65; graduate assistant, Ball State University, Muncie, Indiana, 1965; Associate Professor and Head of the Geography Department, Taylor University, Upland, Indiana, 1965-74; member of the Association of American Geographers, 1965-74.