

# College Coaches and Teaching Civil Society Literacy



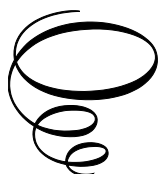
# College Coaches and Teaching Civil Society Literacy:

*Off the Bench, Into the Curriculum*

By

Daniel R. Gilbert Jr.

**Cambridge  
Scholars  
Publishing**



College Coaches and Teaching Civil Society Literacy:  
Off the Bench, Into the Curriculum

By Daniel R. Gilbert Jr.

This book first published 2025

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data  
A catalogue record for this book is available from the British Library

Copyright © 2025 by Daniel R. Gilbert Jr.

All rights for this book reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

ISBN: 978-1-0364-5658-0

ISBN (Ebook): 978-1-0364-5659-7

I dedicate this book  
to my interscholastic athletic coaches,  
my playground basketball mentors,  
and my intercollegiate basketball coaches.

In Bethlehem, Pennsylvania:  
Daniel Silvester and his assistant Robert Kishbaugh,  
Gerald Keyock and his assistant Michael Zapp,  
Robert Breidenbach and Francis “Fritz” Toner,  
Glenn “Skip” Rodenbach,  
Mario Donnangelo,  
Charles Dubbs and his assistant Pat Howlett,  
Ray Salabsky and his assistant James “Ted” Meixell,  
and Ted Martz

At Dickinson College:  
John Connor,  
David Watkins,  
and his assistants Paul Anderson and Paul Seybold



# TABLE OF CONTENTS

List of Figures.....	ix
List of Tables.....	x
Preface.....	xvi
Permissions Acknowledgements .....	xxix
Prologue.....	xxxii
Introduction .....	1
The Untapped Expertise of College Coaches	
Chapter 1 .....	29
Venture into Couple	
Chapter 2 .....	83
Stage An Escapade	
Chapter 3 .....	136
Rendezvous in Our Neighborhood	
Chapter 4 .....	222
Part at A Terminus	
Chapter 5 .....	283
Induct into Enrollment	
Chapter 6 .....	330
Invite Scrutiny	
Chapter 7 .....	406
Accommodate Our Sojourns	

Chapter 8 .....	423
Appropriate Our Yard	
Chapter 9 .....	443
Orchestrate A Debut	
Chapter 10 .....	461
Sample Potluck	
Appendix A .....	480
Summary of Teaching Plans	
Appendix B.....	487
Roster of College Athletic Schedules	
Bibliography .....	491
Index.....	511



# LIST OF FIGURES

Figure I-1: Civil Society Literacy Learning Goals

Figure 3-1: Neighborhoods Entwined, 2022

Figure 3-2: Across New York State

Figure 3-3: Across New York State on January 7, 2017

Figure 3-4: Traveling New York State Thruway, Aftermath of  
January 7, 2017

Figure 3-5: Across New York State on January 14, 2017

Figure 3-6: Three Neighbors in New London, Connecticut

Figure 3-7: A 50-Plus-Mile Neighborhood Radius

Figure 3-8: Route 128 Women's Basketball Neighborhood, 2014-15

Figure 3-9: Seven Boston Teams on February 14, 2015

Figure 3-10: Three Neighbors Inside Route 128 Arc, February 14,  
2015

Figure 3-11: Three Neighbors Northeast Route 128 Arc, February  
14, 2015

Figure 3-12: Five Neighbors in Middle Route 128 Arc, February  
14, 2015

Figure 3-13: Rendezvous in NESCAC Football Neighborhoods,  
1957-61

Figure 3-14: Rendezvous in NESCAC Football Neighborhoods,  
1969

Figure 4-1: Two League Territories Overlap in Pennsylvania

Figure 4-2: Lincoln Amid Invitees to Moravian Tournaments

Figure 6-1: Middle Atlantic Conference Southeast, 1992-93

Figure 6-2: MAC Commonwealth Conference, 1993-94

Figure 6-3: A Geography of Three Leagues, 2007-08

Figure 6-4: MAC Commonwealth, 2007-08 to 2013-14

## LIST OF TABLES

Table 1-1: Dickinson College 1971-72 Men's Basketball Schedule

Table 1-2: United States Naval Academy (Navy) 1971-72 Men's  
Basketball Schedule

Table 1-3: Swarthmore College 1971-72 Men's Basketball Schedule

Table 1-4: Data Collection and Evidence for An Initial Venture into  
Couple

Table 1-5: Data Collection for A Wider Venture into Couple

Table 1-6: Data Collection for An Even Wider Venture into Couple

Table 1-7: Data Collection for A Lesson about Fairness and Couple

Table 1-8: Preliminary Data Collection, Differences Accommodated  
in Couples

Table 1-9: Dickinson College 1971-72 Men's Basketball Schedule,  
Nicknames and Colors

Table 2-1: DePauw and UCLA Men's Basketball Schedules, 1957-  
58

Table 2-2: Data Collection Worksheet, Evidence for DePauw-and-  
UCLA Escapade

Table 2-3: Data Collection Worksheet, Evidence for the 1961 Two-  
Day Escapade

Table 2-4: Moravian and Rutgers 1959-60 Men's Basketball  
Schedules

Table 2-5: Moravian and Rutgers 1960-61 Men's Basketball  
Schedules

Table 2-6: Moravian and Rutgers Teams Travel through Each  
Other's Backyard

Table 2-7: Moravian and Rutgers, Fifteen Years More through Each  
Other's Backyard

Table 2-8: Princeton and Southern Vermont, Men's Basketball  
Schedules, 2003-04

Table 2-9: Data Collection Worksheet, Princeton and Southern  
Vermont Meet in 2004

Table 2-10: Escapade in Perspective, 1985-86 Men's Basketball  
Schedule Excerpts

Table 2-11: Data Collection Worksheet, College of New Jersey, Past and Present

Table 2-12: Data Collection Worksheet, Evidence for DePauw-South Carolina Escapade

Table 3-1: Two Leagues: Men's and Women's Basketball Games, January 10, 2022

Table 3-2: Four Weekends Across New York State, Rendezvous in Chosen Neighborhoods

Table 3-3: Men's Basketball Coaches, 2016-17, Empire 8, SUNYAC, and Liberty League

Table 3-4: Data Collection Worksheet, Evidence for Rendezvous in Our Chosen Neighborhood

Table 3-5: Neighbors Rendezvous in and across New London, Fall 2014

Table 3-6: Neighbors Rendezvous in and across New London, 2014-15

Table 3-7: Neighbors Rendezvous across A Fifty-Mile Radius in Fall 2014

Table 3-8: Neighbors Rendezvous across A Fifty-Mile Radius, 2009-10 through 2013-14

Table 3-9: Data Collection Worksheet, Evidence for Just Rendezvous in Our Neighborhood

Table 3-10: Route 128 Division III Women's Intercollegiate Basketball Neighborhood, 2014-15

Table 3-11: Route 128 Women's Basketball Neighborhoods: Saturday, February 14, 2015

Table 3-12: Through Boston, Massachusetts Women's Basketball Neighborhoods, 2014-15

Table 3-13: Data Collection Worksheet, Evidence for Dispersed Rendezvous in Our Neighborhood

Table 3-14: Lehigh and Moravian Scheduled Men's Intercollegiate Athletics Contests

Table 3-15: Lehigh and Moravian Men's and Women's Intercollegiate Athletics Contests

Table 3-16: Data Collection Worksheet, Evidence for Delayed Rendezvous

Table 3-17: Pre-NESCAC Football Schedules, 1957-58, 1969

Table 3-18: Non-NESCAC Football Schedules, 1957-61

Table 3-19: Amherst, Bowdoin, Middlebury, Wesleyan Non-NESCAC Schedules, 1969 and 1991

Table 3-20: Data Collection Worksheet, Rendezvous in Our  
Onetime Neighborhood

Table 4-1: Moravian-and-Wagner Men's Basketball: Re-Start and  
Long Run

Table 4-2: Moravian-and-Wagner Football, 1949-71

Table 4-3: Moravian-and-Wagner Baseball, 1950-74

Table 4-4: Data Collection Worksheet, Evidence for Milestones Set  
in Place at A Terminus

Table 4-5: Moravian-and-Wagner Centered in Middle Atlantic  
Conference Annotated Football Schedules, 1957-1966

Table 4-6: Moravian-and-Wagner Middle Atlantic Conference  
Football Schedules, 1967-1973

Table 4-7: Lincoln-and-Moravian Men's Basketball: Nineteen  
Games, Into Their Terminus

Table 4-8: Lincoln and Moravian Men's Basketball Schedules,  
1958-59

Table 4-9: Lincoln Men's Basketball Schedules, 1960s

Table 4-10: Lincoln Men's Basketball Schedule Patterns, 1970s

Table 4-11: Moravian Men's Basketball Schedule Revisions, Nine  
Seasons after Lincoln-and-Moravian Terminus

Table 4-12: Allentown, Lincoln, and Moravian Men's Basketball,  
1983-84 through 1992-93

Table 4-13: Lincoln Men's Basketball Schedules, 1986-87 and  
1993-94

Table 4-14: Invitation Lists for Moravian Tournaments, 1982-83  
through 2004-05

Table 4-15: Lincoln Men's Basketball Schedules, Two Seasons  
Prior to 2004-05

Table 4-16: Lincoln and Moravian Men's Basketball Schedules,  
2004-05

Table 4-17: Data Collection Worksheet, Evidence for Part at A  
Terminus

Table 4-18: Moravian-and-Wagner Men's Basketball: Into Their  
Terminus, Four Seasons

Table 4-19: Moravian Men's Basketball, After Moravian-and-  
Wagner Terminus

Table 4-20: Allentown-and-Moravian Men's Basketball, After  
Moravian-and-Wagner Terminus

Table 4-21: Data Collection Worksheet, Ample Evidence of Part  
at A Terminus

- Table 5-1: Dickinson-and-Swarthmore Men's Basketball, Middle Atlantic Conference Era
- Table 5-2: Dickinson-and-Swarthmore Men's Basketball, Middle Atlantic Conference (MAC) Southern Division Era, 1957-58 through 1974-75
- Table 5-3: Dickinson-and-Swarthmore Men's Basketball, 2013-14, Coaches, Lettermen, Dickinson Captains
- Table 5-4: Data Collection Worksheet, Evidence for An Enduring Induct into Enrollment
- Table 5-5: Dickinson and Rider Men's Basketball Schedules, 1972-73
- Table 5-6: Data Collection Worksheet, Evidence of Induct into Enrollment in A Changed Game
- Table 5-7: Georgetown Men's Basketball Schedules in Storied Circles, 1970s
- Table 5-8: Dickinson and Georgetown Men's Basketball Schedules, 1977-78
- Table 5-9: Data Collection Worksheet, Evidence of Induct into A Particular Beginning
- Table 5-10: Dickinson and Moravian Men's Basketball Schedules, 1971-72
- Table 5-11: Dickinson-and-Moravian Resumption:
- Table 5-12: Annotated Dickinson and Moravian Men's Basketball Schedules, 1971-72
- Table 5-13: Data Collection Worksheet, Evidence of Induct into Enrollment in A Changed Game
- Table 6-1: Wilkes Football Schedules—1964-65, 1969-70
- Table 6-2: Middle Atlantic Conference (MAC) Composite Football Schedule, 1999
- Table 6-3: Wilkes College Football Schedule Additions, 1968-76
- Table 6-4: Wilkes among Middle Atlantic Conference Football Peers, 1947-2019
- Table 6-5: Data Collection Worksheet, Evidence for Invite Scrutiny, Wilkes
- Table 6-6: Middle Atlantic Conference (MAC) Women's Basketball: League in Multiple Transitions
- Table 6-7: NCAA Division III Women's Basketball Leagues in Middle Atlantic Region
- Table 6-8: Lebanon Valley Women's Basketball and Centennial Conference Members

Table 6-9: Albright Women's Basketball and Centennial Conference Members

Table 6-10: Data Collection Worksheet, Invite Scrutiny, Albright, Lebanon Valley

Table 6-11: Albright and Lebanon Valley Women's Basketball with Landmark Members

Table 6-12: Data Collection Worksheet, Evidence for Invite Scrutiny, Landmark Ties

Table 6-13: Jackson State and Mississippi State 1984-85 Men's Basketball Schedules

Table 6-14: Jackson State and Mississippi State 1985-86 Men's Basketball Schedules

Table 6-15: Mississippi State and Jackson State Men's Basketball Schedule Excerpts

Table 6-16: Innovation in Scheduling Practices in Division III Men's Basketball 2006-07

Table 6-17: Experimental Scheduling Practices in Division III Men's Basketball 2007-08

Table 6-18: Sunday Men's Basketball Scheduling, Southern Collegiate Athletic Conference:

Table 6-19: Sunday Men's Basketball Scheduling: 2008-09 through 2010-11

Table 6-20: Data Collection Worksheet, Evidence for Invite Scrutiny, Sunday Scheduling

Table 7-1: Middlebury and Rensselaer Polytechnic (RPI) Men's Basketball Schedules, 1969-70

Table 7-2: Middlebury and Rensselaer Polytechnic (RPI) Men's Basketball Weekends, 1969-70

Table 7-3: Middlebury and RPI Annotated Men's Basketball Schedules, Accommodate in 1970

Table 7-4: Middlebury and RPI Men's Basketball Weekend Schedules, 1970-71

Table 7-5: Middlebury and RPI Men's Basketball Scheduled Engagement, 26 Consecutive Years

Table 7-6: Bowdoin and Pomona-Pitzer Baseball Schedules, 2019

Table 7-7: College of St. Joseph (Vermont) and Maine-Presque Isle 2009 Baseball Schedules

Table 8-1: Moravian Baseball Schedule: 1963

Table 8-2: Moravian Baseball 1959 Schedule, Annotated about Yard

Table 8-3: Moravian Baseball Schedule 1963, Annotated about Yard Conditions

Table 8-4: Pomona-Pitzer Baseball 2009: Schedule Annotated about Yards

Table 8-5: Sunlight and Southern California Intercollegiate Athletic Conference Games 2009

Table 9-1: Delaware Valley College Football Schedules, 1960-69

Table 9-2: Three Delaware Valley Football Playing Partners: 1962-66 Schedules

Table 9-3: Two Delaware Valley Football Playing Partners: 1960-69 Schedules

Table 9-4: Old Dominion Athletic Conference Men's Basketball Round Robin, February 2008

Table 9-5: Old Dominion Athletic Conference Men's Basketball Results, 2006-07

Table 9-6: Old Dominion Athletic Conference Men's Basketball Round Robin, February 2009

Table 9-7: Old Dominion Athletic Conference Men's Basketball, Lynchburg, Randolph, 2008-09

Table 10-1: Starting and Re-Starting Four College Basketball Schedules: 1959-60

Table 10-2: Player Participants in 1959-60 Upsala Basketball Tournament

Table 10-3: Upsala Basketball Tournament 1960-61

Table 10-4: Subsequent Alfred-and-Upsala Men's Basketball Scheduling

Table 10-5: Brandeis and Dickinson Men's Basketball, 1971-72

Table 10-6: Brandeis, Dickinson, Men's, Women's Basketball Tournaments 2005-06 to 2008-09

## PREFACE WITH ACKNOWLEDGEMENTS

*This book is a work of justice history embedded in a college teaching endeavor that is inspired by an intercollegiate athletic playing career and enhanced by the thoughtful contributions of college coaches.*

This one sentence of thirty-two (32) words is concise summary of seven (7) origins of the teaching and scholarly work that culminates in this book. I name these seven origins in reverse chronological order and indicate them with an underlined ordinal number in the paragraphs that follow.

At each stage in the development of this book, I was in conversation with persons who contributed to my thinking about the intersection of justice, American history, history inquiry, college teaching, and intercollegiate athletic competition. It is a joy to acknowledge these persons and their influences on me. Their names and contributions appear in the pertinent section of this chronology of origins.

### **March 2020**

March 2020 has come and gone. During that momentous month, intercollegiate athletic competition across the United States was suspended indefinitely. Also suspended was undergraduate college teaching in traditional classrooms and laboratories across the United States. When the time came to restart intercollegiate athletic competition and customary college teaching, an unprecedented opportunity awaited college presidents, college faculties, academic deans, athletics directors, and college trustees. They had the opportunity to approach this situation imaginatively; placing a metaphorical blank sheet of paper on the table where they collaborate in college governance.

The time was ripe for college presidents, college faculties, academic deans, athletics directors, and college trustees to reconsider their guiding assumptions about intercollegiate athletic competition, about undergraduate college teaching, and about the intersection of intercollegiate athletic competition and the undergraduate academic program. This book contains one expression of guiding assumptions about this intersection. This unexpected opportunity for imaginative collaboration in college governance and operation is a first, and most recent, origin of this book.



This is not the first time I have raised my voice about intercollegiate athletics and the undergraduate college curriculum. Two decades before 2020, I participated in continuing conversations at Gettysburg College about the meaning of *student-athlete*. Those conversations were conducted through formal college governance channels, at intercollegiate athletic games, and in ad hoc settings.

I acknowledge and thank my conversation partners in that time: Michael Birkner, William Bowman, Daniel DeNicola, Barbara Fritze, Gordon Haaland, George Petrie, GailAnn Rickert, Chuck Winters, and Dave Wright.

## 2008-2018

It is no exaggeration for me to say that this book, and my scholarship about justice and competition, became possible through my association with the *Journal for Peace and Justice Studies*. This association is a second origin of this book.

I first encountered the *Journal for Peace and Justice Studies* in a serendipitous circumstance. Serving on a faculty committee, I learned that a colleague had published a scholarly paper in the *Journal for Peace and Justice Studies*. The journal name caught my attention. One thing led to another in my teaching and writing. Twice in the next ten years, I had the good fortune to have *Journal for Peace and Justice Studies* editors accept my papers for publication:

“Setting Our Sights on Sites: Putting Competition to Work for Liberal Education,” *Journal for Peace and Justice Studies*, 2009, 19(2): 58-85;

“On Absorbent Common Ground: An Accomplishment of Justice in Intercollegiate Athletics Competition,” *Journal for Peace and Justice Studies*, 2019, 28(1), 120-151.

With these publications, I began to find my voice about justice, competition, and sports history. For their support and guidance in this experience, I am grateful to William Werpehowski, Sharon Discher, Eugene McCarragher, and Katie Lenehan of the *Journal for Peace and Justice Studies*.

The first of these two papers was an outgrowth of my efforts to incorporate my own photography in the Gettysburg College courses that I created and conducted. I am grateful to James Rutkowski at the Gettysburg

College Musselman Library for guiding me into the age of digital photography as teaching material.

The second of these two papers was the outgrowth of my presenting a paper at the Pennsylvania Historical Association meeting in Johnstown, Pennsylvania, in 2011. The subject of that paper was tolerance in intercollegiate athletic scheduling. I thank Gettysburg College teaching colleague (and published sports historian) Michael Birkner for his encouragement to participate at that conference. I am also grateful to Professor Ronald Smith of Penn State University for his comments about the paper while serving as a session discussant.

## Twenty-One Years before 2020

I accepted a new college teaching position for the 1999-2000 academic year. In the twelve months leading up to that decision, I discarded most of the teaching notes that I had prepared, revised, and accumulated over the previous decade. I did not just discard these notes; I shredded them. The process left me feeling cleansed and rootless at the same time. In that time, place, and emotional transition is a third origin of this book.

My job was a newly-created faculty position. Blank sheet of paper was an apt metaphor for the opportunity. Early in my new teaching assignment, I proposed and received approval to teach a new course to which I gave the title “Ethics and the Playing Fields of Competition.” I have been teaching and refining that course ever since.

For each rendition of that course, I invited guests who in their professional activities saw competition in terms of playing fields shared and shaped by an amazing cast of characters. I trace a third origin of this book to those conversations among guests and students. What originated there was what I now name as this guiding premise: *intercollegiate athletic competition unfolds on playing fields geographical and relational, fields that are recognizable as absorbent common ground.*

For creating this new teaching opportunity, I thank Daniel DeNicola, donor David LeVan, and Gordon Haaland. For granting me latitude to shape the new position, I thank faculty colleague Robert Pitts.

Prior to taking up teaching duties in this new position, I was sorely in need of time, space, calm, and distance to reflect on my teaching accomplishments and aspirations. My mentor, co-author, and colleague Professor R. Edward Freeman of the Darden School at the University of Virginia made that possible. Ed generously created an opportunity to spend time at Virginia in what became a “post-doc” experience. It was there and

then that I began to shape the ideas about competition, justice, and college teaching that anchor this book. Thank you, Ed.

## **A Subcommittee Assignment**

Early in my time in this new position, the Gettysburg College faculty launched a review of the entire undergraduate curriculum. The chief academic officer of the college initiated the review. Responsibility for conducting the review was assigned to the academic program committee of the faculty committee. That faculty committee created a subcommittee to conduct the review and to make reform proposals.

By Year Three of that process, turmoil reigned. As the subcommittee began to float ideas for curricular reform, faculty resistance flared. Resistance to the very process was expressed by multiple veteran and vociferous faculty members. Among this cohort was the incoming chair of the parent faculty committee that had chartered the subcommittee to conduct a curricular review!

Meanwhile, subcommittee membership was a revolving door. Several subcommittee members had resigned, citing pressure to do so from disapproving colleagues. At the outset of Year Three, I was invited to join the subcommittee, and I accepted. I locate here a fourth origin of this book.

My teaching and scholarship would never be the same. Weekly subcommittee discussions were like post-doctoral seminars. Principal topics included disciplined inquiry, interdisciplinary reasoning, curricular intentionality, learning portfolios, and assessment of student learning.

Driving these conversations was an intrepid group of continuing subcommittee members. These colleagues brought a wide spectrum of disciplinary teaching experience into the room and the conversation. As a newcomer to the subcommittee, I volunteered a set of outsider's questions about the reform proposals that were taking shape. My contribution was welcomed immediately. By April in Year Three, I stood before the entire faculty as subcommittee spokesperson for the week.

Disciplined inquiry per se became a touchstone in my teaching. General Education took on new meaning for me. This reawakening took a demonstrable turn when I designed a new interdisciplinary course that I called "Justice and the Contested Corporation." I designed the course for sophomores at the midpoint of their undergraduate years, when many of them thought that they had concluded ("checked the boxes," my subcommittee colleagues called that attitude) their General Education coursework.

I now locate in that subcommittee assignment an origin of the connection that I present in this book between disciplined justice inquiry and a grammar with which we can talk about intercollegiate athletic competition.

I am eternally grateful to my subcommittee colleagues for the liberal education that they provided me: Teresa Amott, Steve Gimbel, Michael Ritterson, Marta Robertson, Jack Ryan, and Sharon Stephenson. In time, Jack Ryan and GailAnn Rickert became my mentors on the subject of assessment of student learning. Throughout my subsequent teaching endeavors, faculty colleagues Bennett Bruce and Lisa Portmess lent their continuing, wise support.

\*\*\*

It was in these early ears at Gettysburg College, as I was claiming my voice as a professor of liberal education, that I began working with the librarians at the Gettysburg College Musselman Library. They became teaching colleagues working with me and my learners on assignments about competition, justice, and civilian life in civil society. This collaboration was a highlight of my fifteen years teaching at Gettysburg College.

I will always cherish how Musselman Library director (now Dean) Robin Wagner and her colleagues welcomed me (and the entire Gettysburg College community) with their *Ask us anything* approach. For our professional associations, I am grateful to, in chronological order, Katherine Furlong, Janelle Wertzberger, Kerri Odess-Harnish, Katherine Downton, the late Cinda Gibbon, Ronalee Ciocco, Meggan Smith, Clinton Baugess, and Mallory Jallas.

I am also grateful to Robin Wagner and Sunni DeNicola at the Musselman Library for an opportunity to refine my thinking about competition and place. This opportunity took the form of an invitation to contribute a brief essay: Daniel R. Gilbert, Jr., "Photos of College Playing Fields," in *Thirty Treasures, Thirty Years: Stories from the Musselman Library Collection*, eds. Robin Wagner and Sunni DeNicola (Gettysburg, PA: Friends of Musselman Library, Gettysburg College, 2011). 52-53.

At Musselman Library, Lisa McNamee assisted my twice-yearly accumulation of Reserve readings. Librarians in the Special Collections department hosted my classes about historical inquiry. Karen Drickamer and Christine Ameduri were my initial guides in this teaching endeavor. In time, Carolyn Sautter, Ronald Couchman, the late Catherine Perry, and Amy Lucadamo joined in these tutorials.

## Competition among Reasoning Approaches

Fifteen years before I accepted the subcommittee assignment that transformed my teaching, I first walked into a college classroom as a full-time, tenure-track Assistant Professor. It had been a whirlwind month getting to that doorway.

Only one month earlier, I successfully defended my doctoral dissertation. A 1,000-mile move ensued. I set up home in the temporary circumstance of house-sitting for a professor away on sabbatical leave. I took my place teaching two required courses in a prescribed departmental curriculum. My students were seniors. The departmental curriculum was a faithful emulation of what was taught in an American business school. Here, I now decide, is a fifth origin of this book.

I had just defended a doctoral thesis about enduring relationships among organizational competitors who demonstrably recognized their unfolding interdependence. It was a work in which I demonstrated how such strategic reasoning—each in a pair of competitors acting in anticipation of the other’s action, both joined in the consequences of their intersecting choices of action—could be logically linked with justice inquiry.

Such *strategic reasoning* is the antithesis of parametric reasoning. In parametric reasoning, a decision maker encounters measures of worldly activity, not distinct others capable of thoughtful action. Parametric reasoning was entrenched in the departmental curriculum in which I had arrived.

I locate a fifth origin of this book in my early work as a college teacher to distinguish these two kinds of reasoning and then to show cohorts of young adult learners that strategic reasoning would serve them well throughout civilian adulthood. Such interdependent reasoning, explained as just acts of tolerance, is at the heart of this book.

I went looking for collaborators in this teaching endeavor. In time, I experimented with inviting professionals from the college community to join me in classroom discussions about the work that they did. I invited them on the hunch that each would explain, without much prompting from me, a working life in terms of interdependent choices.

I introduced them to my students as “Guest Competitors.” One was an attorney. Another was Director of Admissions. A third guest was Director of Athletics. Two additional guests were head coaches of intercollegiate athletic teams. From these discussions, my thinking was enriched with the idea that *competition is a habitable place* for persons pursuing very different ends, an idea that became *absorbent common*

*ground.* Over my decade of teaching at that college, many of these Guest Competitors earned repeat invitations to my classroom.

I acknowledge and thank in this regard: Rick Hartzell, Sid Jamieson, Louise Knight, Julianne Simpson, and Richard Skelton. I will always cherish how Rick Hartzell deftly handled my question about competitive playing relationships, “When your teams lose, to whom do you not mind losing?” Rick had a ready set of thoughtful answers.

At Gettysburg College, I was fortunate to arrange this same kind of conversation. Gail Swezey and David Wright were regular Guest Competitors in my course, “Ethics and the Playing Fields of Competition.” I am grateful to both.

### **Late Evening, February 26, 1974**

My intercollegiate basketball playing career ended on the evening of Tuesday, February 26, 1974, in Carlisle, Pennsylvania. My Dickinson College teammates and I emerged victorious earlier that evening in a game with our counterparts from Elizabethtown College. The game was concluded in an overtime period. With that game, our season ended.

With the seventeen (17) points that I scored in that game, the final two coming on an offensive rebound lay-up late in regulation time, my varsity career scoring totals were set for all time: four hundred thirty-three (433) points in sixty (60) games played in three varsity seasons. (The 225 points that I scored as a freshman in 15 Junior Varsity “JV” games were not eligible for inclusion in my career totals.) My year as team captain had ended. One month later, I learned that I was named to the Honorable Mention list for the Middle Atlantic Conference Southern Section league.

Late that same evening, “It is over” crossed my mind. From past experience, I knew with certainty what I would do differently the next day: I would eat dinner at a normal hour and at a leisurely pace. What I did not know, as that winter turned to springtime, was how I would answer the question, “Where will I take this experience that has been so important to me for so long?” I identify the onset of such reflection as a sixth origin of this book.

I dabbled with the idea of coaching. I scouted future opponents for the head basketball coach at the college where I subsequently went to work in the college administration. I served as a volunteer coach for the women’s basketball team at another college. While I never ventured further in the direction of coaching, I intently followed intercollegiate athletic competition.

I purchased annual editions of the National Collegiate Athletic Association (NCAA) football and basketball guides that figure prominently

in the bibliography of this book. I read schedules voraciously. I tracked changes in scheduling practices and in league memberships. I watched, in print and in person, as competitors joined to revise their agreements about playing rules. In my sport of basketball, three-point play took on an entirely different meaning with the introduction of the three-point arc. Here was a sixth origin for this book; I became a student of intercollegiate athletic competition.

Conversations figured prominently in my education about intercollegiate athletic competition. A serendipitous opportunity arose for me to serve on a committee charged with conducting a formal review of an intercollegiate athletic department. I worked there with three directors of athletics from other colleges.

Later, I served two years as NCAA Faculty Athletics Representative (FAR) at Gettysburg College. When a stunning instance of disdain for academic integrity fell into my lap, I took that as an opportunity to articulate publicly an interpretation of intercollegiate athletics that had been percolating in my mind for years.

All the while, I found places in my teaching for case studies about competitors coming together in civil ways to govern the civil conduct of intercollegiate athletic competition. In time, I saw that my playing days were informing the disciplined framework with which I taught about competition for nearly three decades. I trace an origin of this teaching approach to that evening in late-February 1974, when something ended and something began.

I acknowledge and thank former intercollegiate athletes who were, and remain, my conversation partners about intercollegiate athletics. The roster begins with my brothers Karl Gilbert and Christopher Gilbert. This roster expands to include a circle of Dickinson men's basketball teammates: Dick Barnoski, Guy Brunt, Paul Schreiber, and our convenor Jeff Thompson. In a wider circle of conversation, I thank Eugene Evans, Kristy Evans, Steve Gimbel, Derek Halberg, Rick Hartzell, Tom Ilgen, Peter Johnson, Jeff Martinson, William Parker, Julianne Simpson, the late Tom Thompson, and Mark Verstandig.

## **College Pennants and the Moravians**

I recall first attending an intercollegiate athletic contest on a Saturday afternoon in mid-October, 1957. The location was Amherst, Massachusetts. On the field that afternoon, the football teams from Bowdoin College and Amherst College met. Someone put in my hand a curved bamboo pole to which a purple Amherst pennant was attached.

Just over a year later, I attended my first intercollegiate athletic contest conducted indoors. (During our one year in Amherst, my kindergarten year, I attended two intercollegiate ice hockey games played outdoors.). On that evening in December, 1958, in Johnston Hall on the campus of Moravian College in Bethlehem, Pennsylvania, the basketball teams from Swarthmore College and Moravian College met. Sometime that evening, my eyes turned to an amazing sight on the two end walls in Johnston Hall. On those walls were hung more than three dozen college pennants. I trace a seventh origin of this book to my repeated observations of that display.

The pennants were draped vertically. They were substantial pieces of fabric, perhaps ten feet in length. Each pennant bore two colors of a college's athletic teams and the college name printed vertically in block letters. Some college names were comparatively short, such as Wilkes. One was an abbreviation: PMC. Longer college names ran the length of the pennant, such as Elizabethtown and Lebanon Valley. Those drab cinder-block walls were adorned in a palette of blue, cardinal, maroon, green, and purple. Green-and-gold was added when pennants for Delaware Valley and Western Maryland appeared in the 1960s. In 1971, I played a game on that basketball court with my Moravian counterparts while I wore the colors of the red Dickinson pennant hung on one wall. In time, pennants were removed and pennants were added. The display endured for decades.

Here began my now-continuing education about the conduct of intercollegiate athletics in the United States and about the landscape and geography of American higher education into which the athletics enterprise was embedded. Those two walls were like library bookshelves for me. I began to ask questions of my father, a Moravian College professor and a devoted sports fan. I asked, "What is PMC? Where is Adelphi located? In what sport did a Hamilton team and a Moravian team play? What is the difference between Dickinson and Fairleigh Dickinson? Why do the pennants of 'Big 5' members LaSalle, St. Joseph's and Temple hang there? Why is there a Lafayette pennant, but no pennant for Lehigh, located across town in Bethlehem?"

Through many such conversations, I acquired habits of learning about geography, private higher education, distinctive approaches to college mission and to intercollegiate athletics (including design of uniforms), and about intercollegiate relationships that flourish or flounder.

I locate a seventh origin of this book on those two gymnasium walls, in those conversations with my father, and in my good fortune and privilege to have grown up in the Moravian College community. The Moravians are a welcoming community. It was altogether fitting that



someone at Moravian College decided to adorn those two walls with what amounted to a proclamation: *We are affiliated. We belong together in the company of one another. Welcome, guests.*

The pennants signified the cohort in which Moravian teams belonged. These were not walls designed to deter entry. These walls were signboards containing a declaration of civility. I grew up a passionate Moravian sports partisan who learned, each time I attended what we family members called “The Moravian Game,” that intercollegiate athletic competition can be conducted as an exercise in civility, connection, and common ground.

I can no longer converse with those who conceived that display of pennants and who encouraged my engagement in conversation about intercollegiate athletics. I am indebted to them for inspiring this book as they did. In this regard, I acknowledge three men who played pivotal roles in shaping Moravian College from the 1940s onward: President Raymond Haupt, Vice-President Robert Snyder, and Director of Athletics Harvey Gillespie.

\*\*\*

My acknowledgements continue. In some cases, my correspondence with these professionals occurred years ago.

In a wider circle of professional librarians, I express my gratitude to:  
Cory Dieterly, University and Seminary Archivist at the Reeves Library at Moravian University;

Jim Gerencser, College Archivist at the Waidner-Spahr Library at Dickinson College;

Jane Schroeder, Special Collections Coordinator at the Waidner-Spahr Library at Dickinson College;

Susan Gunn Pevar, Archivist at the Langston Hughes Memorial Library at Lincoln University (Pennsylvania);

Raquel Lightner, University Archivist and Records Manager at the Langston Hughes Memorial Library at Lincoln University (Pennsylvania);

Lisa Holland, Director, Horrmann Library at Wagner College.

My access to historical editions of the *Comenian*, the student newspaper at Moravian College (now University) was made possible through the work of Cory Dieterly to assemble an online *Comenian* archives.

At Dickinson, Jim Gerencser and Jane Schroeder guided me to the Dickinson men’s basketball scorebooks in which scorekeepers John

Markowicz (1971-72) and Gerald Greenberg (1972-73) recorded game statistics.

\*\*\*

At the National Collegiate Athletic Association (NCAA) headquarters in Indianapolis, Indiana, I was assisted on my multiple visits by librarians Mary Johnston, Ellen Summes, and Lisa Greer Douglass.

\*\*\*

Sports information specialists at numerous colleges assisted me in locating information, often arcane, with which I assembled tables of data and sketched sample teaching texts. Some of this correspondence occurred years ago.

I thank (alphabetically, by college): Brian Rose, Bethany (WV); Charlie McGuire, Dickinson; Katherine Turnbow, Eckerd; Ian Showalter, Elizabethtown; Matt Daskivich, Gettysburg; Tim Flynn, Lebanon Valley; Mike Scala, Montclair State; Stacie Michaud, Navy; and Bob Heller, Philadelphia Pharmacy.

Ken Andrews at the Middle Atlantic States Collegiate Athletic Conference provided helpful direction to sports information sources.

\*\*\*

I am especially grateful to Adam Rummens and Amanda Millar at Cambridge Scholars Publishing for their patient and wise guidance in seeing this book to publication. It is a working relationship that I long thought I would never again experience.

## **To My Coaches**

I honor the work and wisdom of college coaches with this book. It is only fitting that I dedicate this work to the seventeen (17) men who served as head coach or assistant coach on the athletic teams for which I played. I include in this list two coaches who tutored me in the course of their work as summer playground instructors in the City of Bethlehem in Pennsylvania. I worked with and under the tutelage of these men over a nine-year span from 8th grade through my senior year in college.

In my hometown of Bethlehem, Pennsylvania, Daniel Silvester was head coach of the Nitschmann Junior High School basketball team for

my first year of varsity competition as an 8<sup>th</sup>-grader. He was assisted by Nitschmann teacher Robert Kishbaugh.

Gerald Keyock was head coach of the Nitschmann Junior High School basketball team for my second year of varsity competition as a 9<sup>th</sup>-grader. He was assisted by Nitschmann teacher Michael Zapp.

I am grateful that “Mr.” Silvester inserted me (and three other 8<sup>th</sup> graders) into the starting lineup two weeks into the season. I am grateful that “Mr.” Keyock structured an offense around me in 9<sup>th</sup> grade. In those two years, I got my first taste of how humbling athletic competition can be. Our Nitschmann teams lost 21 of 24 games in those two 12-game seasons.

In Bethlehem, Robert Breidenbach and Francis “Fritz” Toner were summer playground instructors at the Hanover and Nitschmann playground locations, respectively. Both were interscholastic basketball coaches. Both “Mr. B” and “Fritz” taught me to drive aggressively to the basket, literally and figuratively.

In Bethlehem, at the newly-opened Freedom High School, Glenn “Skip” Rodenbach was my three-year soccer coach. Mario Donnangelo (“Mr. D”) coached my 10<sup>th</sup>-grade junior varsity basketball team. Charles Dubbs was my three-year head basketball coach. He was assisted in the first season of the Freedom Boys Basketball program by Mario Donnangelo and then by Pat Howlett in my junior and senior seasons. Ray Salabsky and his assistant James “Ted” Meixell were my coaches in three years of varsity baseball at Freedom. Ted Martz was my Boys Volleyball coach at Freedom.

I never imagined playing as a four (4)-sport high school athlete. My sights were set on playing interscholastic basketball. “Mr.” Dubbs gave me that opportunity. I was fortunate to accomplish a four-year college basketball playing career as a direct outgrowth of what Coach Dubbs taught me about basketball, with particular emphases on defense and rebounding.

The other three interscholastic athletic opportunities were pure serendipity. With the opening of our new high school, the second public high school in the Bethlehem (Pennsylvania) Area School District, every sports team was a work in progress. I joined the soccer team seeking conditioning for the basketball season. “Skip” Rodenbach saw my potential for the goalie position. I joined the baseball team with hopes of regaining my confidence after a mixed experience in summer “teenager” baseball. Ray Salabsky saw my potential as a first baseman. A common denominator in all three opportunities was my learning to specialize as a defender.

The serendipity does not end with soccer, basketball, and baseball.

My association with Ted Martz lasted several memorable weeks. There was no Boys Volleyball team at Freedom at the outset, nor was there interscholastic Boys Volleyball competition in the Lehigh Valley area. That

did not deter Ted Martz, then Freedom's first swimming coach. When the opportunity arose to compete in the Pennsylvania Interscholastic Athletic Association (PIAA) District XI Boys Volleyball tournament, Ted Martz recruited a team from the Freedom basketball, swimming, and track team rosters. With scant practice, we won the district title and advanced to the PIAA state playoffs at Penn State. (We were quickly eliminated.)

At Dickinson College in Carlisle, Pennsylvania, I played four years of intercollegiate basketball. John Connor was my junior varsity coach in my freshman year at Dickinson. David Watkins was my head coach for three varsity seasons, assisted by Paul "Andy" Anderson and Paul Seybold.

Dave Watkins entrusted me with the team captaincy in my senior season. Earlier, he saw my potential to contribute as a defensive specialist. Over my three varsity seasons, my defensive assignments ranged from centers who towered over me to fleet point guards.

"Andy" Anderson was my close confidante. I regret that I cannot now thank "Andy" in person for his patience, support, and encouragement. Paul Seybold championed my defensive skills and my savoring the role of defensive specialist. Then and in years of conversation later, Paul Seybold spoke of the togetherness that was Middle Atlantic Conference basketball. I pay tribute to his attention to *the game of basketball* with my concept of *Competition as Somewhere Habitable*.

To John Connor, David Watkins, Paul Anderson, and Paul Seybold, I owe an enormous debt of gratitude for making possible my schoolboy dream from years earlier, to play college basketball.

### **Thank you**

To all seventeen coaches, thank you for teaching me a lesson for a lifetime: to claim my place in which I could contribute to the central work of an endeavor and, in so doing, to take my place in something larger than myself and my own team. (*Something larger* is the focus of the Prologue that soon follows.)

Daniel R. Gilbert, Jr.

September, 2025

Resident of Claremont, California, USA  
Son and product of Bethlehem, Pennsylvania, USA,  
son and product of the Moravian College community,  
member of the Dickinson College Men's Basketball  
program, and Dickinson team captain, 1973-74

## PERMISSIONS ACKNOWLEDGEMENTS

Permission was granted by the National Collegiate Athletic Association (NCAA) to use schedule information contained in annual NCAA basketball and football publications from 1940 to 2003. I thank Nora Lachelle and Ashley Murray of the NCAA staff for their assistance in this matter.

Permission was granted by the *Comenian*, the student newspaper published at Moravian College (now Moravian University) in Bethlehem, Pennsylvania, USA, to use historical sports information. I thank Mark Harris, Moravian professor and faculty adviser to the *Comenian*, for his assistance in this regard.

Permission was granted by the *Fiat Lux*, the student newspaper published at Alfred University (Alfred, New York, USA), to use historical sports information. I thank editor-in-chief Alyra Rain for assistance in this regard.

Permission was granted by the *Lincolnian*, the student newspaper published at Lincoln University (Oxford, Pennsylvania, USA), to use historical sports information about Lincoln basketball coaches. I thank Lincoln University archivist Raquel Lightner for assistance in this regard.

Permission was granted by the *Wagnerian*, the student newspaper published at Wagner College (Staten Island, New York City, New York, USA) to use historical sports information. I thank Horrman Library director Lisa Holland for assistance in this regard.

Permission was granted by the *Chronicle of Higher Education* to cite selected *Chronicle of Higher Education* articles in the book bibliography. I thank Nick DeSantis for assistance in this regard.

Permission was granted by the *Morning Call*, published in Allentown, Pennsylvania, USA, to draw on published sports statistics. I thank Editor John Misinco for this permission. I work with similar permission from the *Reading Eagle* newspaper published in Reading, Pennsylvania, USA.

Permission was granted by the *Los Angeles Times*, through Wright's Media, to cite selected *Los Angeles Times* articles in the book bibliography.

Permission was granted by the *New York Times*, through Wright's Media, to cite selected *New York Times* articles in the book bibliography.

I thank Benjamin Shepherd at Wright's Media for assistance with both permissions.

Permission was granted by *The Washington Post* to cite selected articles published in *The Washington Post* in the book bibliography, using the full newspaper name. I thank Jennifer Rockwood of *The Washington Post* for assistance with this permission.

Permission was granted by Lehigh University (Bethlehem, Pennsylvania, USA) to use historical sports information available online at [lehigh.edu](http://lehigh.edu) and at [lehighsports.com](http://lehighsports.com). I thank Katie McNulty for assistance in this regard.

Permission was granted by Swarthmore College (Swarthmore, Pennsylvania, USA) to use historical sports information available online at [swarthmore.edu](http://swarthmore.edu). I thank Brad Koch, Director of Athletics at Swarthmore College, for assistance with this permission.

Permission was granted by Wagner College (Staten Island, New York, New York, USA) to use historical sports information available online at [wagner.edu](http://wagner.edu) and at [wagnerathletics.com](http://wagnerathletics.com). I thank Callie Stanford for assistance in this regard.

\*\*\*

I close with thoughts that I feel obligated to share with fellow authors. I place these comments here, after I acknowledge permissions, because my seeking permission to use copyrighted material in a book publication has been an education and an adventure. This is particularly true in dealing with newspapers in the United States.

Numerous national newspapers have delegated permission authority to third-party organizations. These latter organizations are not engaged in journalism. These organizations profess and tout their commitment to the brands of their clients. This commitment is couched in terms of *protection* for clients. Implicit in that pledge is the assumption that authors who seek to use copyrighted material are threats to newspaper brands.

The code word in this process is *content*. Some third-paper organizations apply *content* to any use of copyrighted material. Others in this industry draw a practical line between content and bibliographic citation. I am thankful to have worked with several organizations that recognize and activate that boundary.

In this organizational landscape, I advise you authors to exercise patience and persistence. There were instances in which I was directed four levels into an organization to access those who held the authority to grant permission. There were instances in which a newspaper organization made