

tives for athletics are:

(1) "Skill in those forms of play that give pleasure and satisfaction to the participant; (2) Knowledge of and interest in sports that can be played after school and college days are over; (3) Appreciation of fine ways of play and a generous attitude towards opponents." The principles which should guide the selection and direction of athletics for leisure time should be: (1) "The development of skill in an activity to the point where participation gives satisfaction, and (2) the availability of the activity for most people in most vocational and environmental situations."

Schools, colleges, and cities are beginning to give more thought to physical education and play activities. The new interest in the movement is due, perhaps, to change in attitude toward education in general. Physical education is not, primarily, thought of as formerly, as a means to a definite end, tolerated only for its transfer value; it is now considered as an end in itself. Nearly all institutions today have play activities in some form. Cities are rapidly building playgrounds and fostering community centers as a means of providing play facilities.

Much care should be given to the selection and training of teachers of play. "Of all the activities of the school curriculum, none is as rich with educational outcomes as the play games, sports and athletics of physical education. The teacher of games in a school has the opportunity to get closer to the pupils, to be more influential in shaping their likes and dislikes, and in forming the standards of sportsmanship and ethical conduct than any other teacher in the institution." "Therefore, the athletic instructor should be selected with greatest of care.

Another angle should be considered in the matter of athletics for an institution. The question is whether athletes should be professionals or amateurs. The professional athlete is one who participates in athletics as a vocation. The American Amateur Union defines an amateur as follows:

"An amateur sportsman is one who engages in sports solely for the pleasure and physical, mental or moral benefits to be derived therefrom, and to whom sports are nothing more than an avocation." However, most authorities contend that the only sound distinction to draw between athletes, as amateurs or professionals is that of performance.

Athletics in educational institutions should be extensive. Athletics should never demand more than the able student, interested in all aspects of fine living, is willing to give. Athletic leadership must always be in the institution and should never be divided with the alumni or student organizations. Democratic standards should be applied in coaching, in classification, and in awards. Athletics should be promoted widely for girls as well as for boys, with a clear recognition of the biological limitations of the latter sex in mind. Athletics should be organized and directed by and under the supervision of the staff of the physical education department. At all times and under all conditions of participation, the health of the athlete should be the first concern.

Many critics claim that athletes are inferior students. Numerous colleges and universities have conducted investigations and surveys on the subject. The one conducted at the University of Michigan revealed:

(1). A greater proportion of ath-