

letes obtain their degrees than did non-athletes. (2) Athletes spent, on the average, one semester longer than non-athletes in college. (3) The proportion of non-athletes and athletes on probation at sometime or other in their course was alike, namely, 0.038. (4) The mean scholarship grade of athletes and non-athletes from the fall of 1921 to the spring of 1926 showed, by the system used in computing the marks 8.4 for the athletes and 8.6 for the non-athletes.

Competition among schools presents an objective measure of excellence that is indeed valuable in breaking down institutional conceit and narrowness. However, on the other hand, competition can prove a boomerang and foster institutional pride; if the institution continues to present championship teams. Yet, in this day of subsidation of athletes, no team can hope to dominate any branch of sports for any considerable length of time.

Team sports enjoy their greatest popularity during school days. Participation in those sports after graduation, is limited. One should seek to become efficient in those sports in which one may participate when school and college days were past. A person's participation and enjoyment are limited to those sports in which he has developed a fair degree of skill. When a friend asks you to play a set of tennis, your degree of skill in the sport determines whether you have a headache or an engagement or readily accept the invitation. Therefore, each person should try to develop skill in some sport.

The value of physical education to the individual is not measurable in dollars and cents. The real worth is intrinsic. "Physical education is not an education of the physical but an

education through the physical." Sports belong to a boy's education quite as much as purely intellectual studies.

More and more in recent years there has been a recognition of the unique educative value in physical education, its opportunity for wholesome development of young people and the contribution of its learned activities, to life, its work, and its pleasures. And one should keep in mind that (1) "Physical education is the sum of man's physical activities selected as to kind and conducted as to outcome." (2) Physical education is an indispensable education (3) Physical education is an education through the physical rather than of the physical. (4) Physical education unifies school-life.

Also physical education needs (1) a more intelligent program of activities more intelligently administered with proper emphasis on preventative and remedial measures; (2) a more educational attitude toward physical education among physical directors and physical educators in general; (3) a keener realization on the part of the public, governments and institutions of the real value and needs of physical education and recreation, properly controlled and administered for the masses; (4) a more active promotion of physical education and recreation programs—more advertising of a constructive nature, a greater endeavor to "sell" education.

When one has realized and recognized the value of physical education in the light of the aforesaid suggestions he will then be able to fully appreciate the position of physical education and athletics in education.

—Joseph A. Bennett