

ities. The physical education program should give to the student a definite knowledge of health education, a love of physical activity and leisure time education, that he may evaluate the educational content of physical education with other academic subjects. The young man in excellent health hardly finds it possible to properly evaluate his health education until later in life when he must conserve his energy and health. Until students are able to evaluate the educational content of physical education courses teachers of other academic courses will discount this education value in this work. However, the educational content of physical education and athletics is much underestimated by many academic teachers today.

Objective tests for measuring the work in physical education are necessary. Such tests are now being used in many institutions. These tests are in most cases skill tests in the various games and individual exercises taught in physical education classes. Other tests in the knowledge of rules and techniques of games and recreational activities along with health education are being given. These skill and game tests can well be used to place students in the graded physical education courses given in various institutions. Further tests to measure educational content gained from these courses are necessary. With perfection in these tests it will be possible to measure educational content in the work. However, it is necessary that these tests measure practical rather than idealistic values.

#### General Information.

Under the heading of general information four questions were asked regarding intercollegiate games and physical education. The answers to these questions by the men in the work is their judgment on these questions which are of interest, not only to the people interested in higher education, but to those people who have in the past attended in large number the various college games. There has been much discussion as to whether or not people would again go to games in the same large numbers that they did before the financial depression.

1. Do you believe there is a waning interest in intercollegiate games?

The answer to this question is found in table 13. The table shows that 135 said, No. That 61 said, Yes. And 4 did not answer. The majority of the men said there was no waning interest in games. Many of them felt that as soon as money became more plentiful they would return to the games. Attendance at football games in 1933 seem to vindicate the judgment of the majority, in that crowds this year are larger than in 1932. One big factor in increasing attendance in 1933 is the lowering of admission prices. In many institutions the prices have been reduced by one half or more. Probably the high admission prices of a few years ago will not return again.

In the study of 1928 the presidents and deans were almost unanimous in their approval of charging admission to all games, but they felt that ad-