

DRINKING AT FOOTBALL GAMES

An Address By
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FOREWORD

William Mather Lewis is a college President who keeps his eyes open, and his ear to the ground. In December, 1931, he addressed the Annual Dinner of the Sportsmanship Brotherhood on "The Outlook for College Athletics." He stated that the task of the college administrator is very much like the manufacturer. His conception of the place of the Department of Athletics was so sane that his views were instantly acclaimed by all sportsmen.

When the Brotherhood looked around for a man to speak about conditions prevalent during the fall of 1935, it again called upon Dr. Lewis. In his fearless way, he spoke out against drinking at football games, and bad spectator sportsmanship, and his words thrilled a crowded ballroom at the Hotel McAlpin, and a large radio audience on the outside. Two stations carried his speech. There have been many requests for copies, and the Sportsmanship Brotherhood is glad to cooperate in making available the text of the address. All friends of sport and of sportsmanship are indebted to Dr. Lewis.

Daniel Chase, *Executive Secretary*
Sportsmanship Brotherhood

DRINKING AT FOOTBALL GAMES

THERE is a sense of futility connected with the discussion of football problems at this particular time of year. From early in September until after Thanksgiving, the air is filled with punts, publicity and plaudits; from Thanksgiving until the middle of December, the football banquet, with its weather-beaten oratory is perpetrated; and then during the waning days of the year, after the tumult and the shouting cease, the reformers take the middle of the stage to view with alarm "certain trends" which are about to annihilate this national sport. They snap the padlock on the barn door after the horse, or better, the team and sometimes the coach, have been stolen. If we really wish to improve conditions it might be well to have the convention of the National Collegiate Athletic Association, the Football Coaches Dinner, the Sportsmanship Brotherhood Luncheon, and the rest, immediately after Labor Day when a new football season is just in the offing, and not at a time when the jerseys have been put away in moth balls, and the bottles have been swept out of the stadium. But for the fact that this particular meeting is turning the spotlight away from the gridiron where the fewest of the evils of football exist to the stands where most of the evils are located, it would indeed be useless to say anything; but here is at least an opportunity to place responsibility where it belongs.

Lovers of football are becoming increasingly concerned over the attitude of that growing minority among the spectators who under artificial stimulus make the game unpleasant for their neighbors, and even invade the field and interfere with the progress of the game. It may not be softness which causes many people to say, "I would rather stay home and listen to a game over the radio than to see it." It well may be that one can get a better idea of the plays and progress of the game when undisturbed by the raucous and imbecile shouts of some bibulous enthusiast who is crowding against him. And by the way, when Jonathan Swift said, "That whoever could make two ears of corn or two blades of grass, to grow upon a spot of ground where only one grew before, would deserve better of mankind, and do more essential service to his country, than the whole race of politicians put together", he omitted from his commendation

the thrifty graduate managers who in so many stadia in America have made seats for three spectators appear where space for only one exists. They evidently have measured the thinnest spectator, clad in a bathing suit, rather than the average overweight customer in a fur coat lined with quart pockets.

It is somewhat strange that the phenomenon of offensive drinking is really peculiar to football games, not being so evident at big league baseball games, prize fights, and other athletic exhibitions. Strange, because a larger proportion of those at the football game than at other contests have had the benefit of college training. Such training is supposed to have some beneficial effect upon a person's manners, self-control and sportsmanship. Some of those who defend stadium drinking say that much of it is due to frigid weather conditions. But those who regularly attend great skiing meets, toboggan races, and other winter sports, assure me that the spectators there, as a whole, are a sober lot.

Perhaps the real difference between college football games and other largely attended athletic contests is that the former are looked upon by the average person as gala occasions to which social and holiday attitudes contribute as well as the contest. I dare say that there is a much larger proportion of baseball fans who attend their favorite sport for the game's sake and who understand thoroughly the technique and fine points of the game they are watching. To many in the football stands, the organized cheering, the parade of the bands, the banter and betting of partisans furnishes as much amusement as does the game itself.

It is remarkable what alcohol combined with a love of Alma Mater can do for a person. More than one man, who would contemplate divorce if his wife asked him to go down to the cellar and break up a little kindling for the fireplace, goes out on the field and tears the goal posts to pieces with the greatest joy. The tearing down of goal posts by the adherents of the victorious team seems to be one of the most senseless and infantile expressions of emotional instability. The true sportsman is never so cast down by defeat or elated by victory that he loses control of himself. It is not impossible that the uncontrollable desire to get possession of a splinter of goal posts is in the same emotional category as that of trying to secure a strand of lynching rope.

Now, what are the specific objections to excessive drinking at a football game? It would be tiring to enumerate them all, but attention might be called to these. First, the discomfort caused those who really enjoy a football game sensibly, and who are in the vast majority at almost all games, by offensive manners and conversation of inebriates in their vicinity; second, epithets hurled at officials and players, and the generally objectionable conversation, language and actions of those too dulled to know what good sportsmanship is; third, the permanent effect of such influences upon boys of school age who attend games with their parents or alone. Certainly, almost any place of entertainment would be more wholesome for them than some of the largely patronized games; fourth, the acts of rowdyism and vandalism both in the stands and on the field such as received wide notice during the past season; fifth, the increasing number of motor accidents reported on Saturday nights during the height of the football season, attributable to those returning from games who were in no condition to drive, contributing considerably to the appalling annual motor casualty list; sixth, the unpleasant exhibition which anyone makes of himself when under the influence of liquor.

In order to be sure that I understand the points of view of those closest to the situation in football, I took the trouble to secure from a considerable number of graduate managers, representative alumni and students their ideas. While there is considerable diversity of opinion as to whether or not drinking has actually increased at the games the last few years, and while the majority do not object to drinking in the stands if it does not become obnoxious, there is a very general agreement upon several points. All state that drinking to excess is repugnant to them and their families and takes away much of the pleasure of the games from the majority of those in attendance. They deplore the bad effect which witnessing the actions of many older spectators has on boys and girls, one alumnus remarking that 90% of boy life is copied life. They feel that drinking at football games may in large measure be accounted for by the fact that the occasion is looked upon as a holiday and that drinking has become a growing social custom in this connection. It appears to be the definite feeling of a vast majority of the alumni that if we could return to the old idea that drinking in public places such as stadia is an exhibition of bad manners the result would be excellent. How to reach that objective they do not know.

This raises the final and important issue in this matter, namely, what can be done to improve the situation. This question involves approaches to three different groups; the undergraduate body, the alumni and the general public.

Obviously, the first two groups are the least difficult because of their connection with and loyalty for one of the institutions engaged in the contest. It has been noted that in situations where a college for two or three seasons has a team that is not often found in the winning column, drinking at games is at a minimum. This is because the student body and those alumni who seriously support their own team, win or lose, make up the majority of the spectators. There is less that partake of the hippodrome under these conditions. The general public "seeking color" follows the winning teams.

As with most general college issues the undergraduate present the least serious problem, despite their proclivity for goal posts. Several stadium officials report that during and after games there is less evidence of intemperance in the undergraduate section of the stands than any where else. In those colleges where administrative officers and faculty have taken a strong stand in regard to liquor, conditions at football games, dances and other public occasions are the most creditable. A weak-kneed policy brings correspondingly unsatisfactory results. Students are uniformly cooperative when they know the regulations which they are asked to observe are fair and for their best interests. Obviously, they must have some guidance—must have brought before them a code for proper living. It is part of the educational process to help them realize what the manners and ideals of a gentleman are. Furthermore they can be made to understand their responsibility for the good name of their college and for the preserving and perpetuating of the most popular undergraduate sport, if some one will take the trouble to discuss these matters with them. Certainly, it is not adopting kindergarten methods to encourage students to develop poise and self-control. As a matter of fact such a policy should be initiated during the secondary school period. A campaign among high schools stressing sobriety at athletic contests would be citizenship education of the most useful kind.

The alumni situation may appear more difficult of solution than that of the undergraduates. However, we should remind ourselves

that a large majority of alumni handle themselves in a sportsmanlike way at games. What they do before and after games is not pertinent to this discussion, neither is their conduct at games so long as it does not transcend the bounds of good manners. It is only the perpetual rah-rah type, who mistake their fraternity house for a road house and who think of their college as a country club in which they hold non-resident membership, who cause most of the trouble. It would be enough for most alumni to have brought to their attention through the alumni magazine, on football ticket applications, and in other ways, the idea that the football games in the stadium of their institution would be far more enjoyable to everyone and would reflect great credit upon the standing and sportsmanship of Alma Mater, if all excessive drinking were eliminated.

This leaves the general public to be dealt with, the step-sons of Alma Mater, whose main academic interest is naturally in the weekend college, and whose knowledge of ancient history seems sometimes limited to Roman Holidays. Just so long as we in the colleges admit a portion of the public to our games merely upon the payment of a stipulated admission price they are in exactly the same relative position as they would be in attendance upon any other paid performance, whether it be in a theatre or Madison Square Garden. In the latter places, it is not uncommon to have ushers or other functionaries request obstreperous persons to leave. But how to get rid of football spectators who are objectionable, whether they be undergraduates, alumni or representatives of the public, without creating unpleasant situations?

One or two institutions in the middle west have tried the plan of having letter men stationed in various parts of the stands to watch for untoward actions and to ask the offender to quiet down or to leave and if they refuse, to eject them. This would not appear to be the most effective way to handle the situation, as anything resembling strong arm methods would tend to create immediate resentment and future ill will. If done at all it should be by uniformed police officers.

Proper attitudes will be set up, even by the general public, if our control groups, the students and alumni, create the proper atmosphere. In other words we can control the situation by education in good sportsmanship and decency. The situation can be righted be-

fore it becomes too serious by the creation of sound public sentiment. This will be aided by a helpful attitude on the part of the press. If spectators rushed on the field at a crucial baseball game between the Cubs and the Giants in New York, there would be strong criticism on the sport pages of papers throughout the country. But when a similar incident occurs at a football game the matter is pretty generally treated as a joke. Too many acts of lawlessness are excused as college pranks. The college undergraduate or graduate should as a matter of fact be the most law-abiding citizen in the country, because of the opportunities he has had. Much humorous comment was printed concerning a spectator who rushed into the line at a football game last fall, and as a natural result it is reported that the same action was attempted by publicity seekers in various parts of the country the following Saturday. Public sentiment of the right kind can be created through the press; by means of well devised notices in football programs, by prominently displayed signs along the approaches to stadia, and most of all by personal attitude of those who recognize football for what it is—a great sport for red-blooded people. The situation is not out of hand. The great majority of students, alumni and the general public who attend football games behave themselves in a way that reflects credit upon their intelligence and breeding. All that is needed is to stir up a positive attitude among them to the end that what we like to think of as American spirit of fair play and good sportsmanship may be protected and developed to the highest degree.

And how necessary it is to foster the spirit of fair play and good sportsmanship; how vital it is to take a stand against lawlessness and the mob spirit is illustrated by the tragic events of the past few days. When high-minded, distinguished citizens of America find it necessary to seek refuge in a foreign land; when small time politicians seek to curry favor with and through big time criminals; when widespread maudalin sympathy is expressed for felons, it is high time that we seek to strengthen character, courage and integrity. In such an effort the promotion of clean, vigorous sport in a wholesome atmosphere is a factor of no mean importance.

INTERESTING FACTS ABOUT THE PROFESSION OF
PHYSICAL EDUCATION AND RELATED FIELDS

by

C. O. Jackson

Assistant Professor of Physical Education
University of Illinois

Introduction: In choosing your life's work.

1. Examine yourself.
 - a. Which of your school subjects have you enjoyed the most?
 - b. In what subjects have you accomplished most?
 - c. How is your health? Some professions are more exacting than others; some less healthful.
2. Consider the financial outlay.
 - a. What does it cost to prepare for it?
 - b. How long does it take?
 - c. What is the future in the field?
3. Study the occupations of the world today.
 - a. Many old ones are disappearing.
 - b. Many new ones developing. Which have the best futures?
 - c. Find out about the working conditions of those you are interested in. What are the hazards? Salary? Chances for advancement? Permanency? Contribution to society?
 - d. Learn the qualifications for employment. How do they compare with your own interests and abilities?
4. Discuss your interests and your tentative choice with your teachers and others who are acquainted with your ability and with the professions.^{1/}

Opportunities:

1. Included in Haskin's list ^{2/} of the better careers today, are "Athletic coaches, physical education, playground directors, physio-therapists, and social service workers....."
2. Thirty-six (36) states, representing 90% of the population, have laws requiring the teaching of physical education in the public schools.
3. Thirty-two (32) states, representing 80% of the population, have both laws and state programs.
4. Twenty-five (25) states have state directors who are actively engaged in promoting the field.
5. Leisure for all people is greater today than ever before. Indications point toward even more leisure and suggest great opportunities in the field of recreation.

^{1/} Adapted, in part, from "The Importance of Choosing the Right Career" by Frederick J. Haskin. (Publication No. 93214)

^{2/} From "Promising Careers" by Frederick J. Haskin. (Publication No. 93274)

6. More than 100,000 men and women are engaged in this profession. (Includes both part- and full-time, summer camps, etc.)
7. The state of Illinois has a physical education law, a state program, and a state director. Beginning in 1940, both the state and the University of Illinois (as an accrediting agency) will enforce new and higher standards in preparation and programs.

THIS IS A LIVE, GROWING PROFESSION WITH A FUTURE!

Types of positions:

1. Forty thousand (40,000) high schools, representing more than 15,000,000 children, each have a coach, and most of them have a teacher of girls' physical education.
2. Many high schools have special teachers of health, and of safety.
3. Practically every junior high school has two or more special teachers of physical education.
4. Many grade schools hire teachers (especially women) who are qualified to instruct in elementary subjects and teach health and physical education.
5. Colleges and universities usually have broad programs of health, physical education, and recreation for their students, and teacher training is stressed in most of them.
6. Most private schools (especially military academies) have unusually fine programs in this field.
7. Most large cities (over 50,000) have city directors of physical education; many special teachers in health and safety and supervisors in the field.
8. Broad recreational programs are being emphasized in municipalities (community centers, playgrounds, etc.), institutions (Y.M.C.A.'s, Y.W.C.A.'s, state hospitals, penal institutions, etc.), and in industry.
9. Summer camps are increasing in number and in popularity.
10. Movements such as the Boy and Girl Scouts, the National Youth Hostel, etc. offer additional opportunities for leadership.
11. Technicians in massage, exercise, and physio-therapy, are employed in most large hospitals, athletic clubs, and state institutions.
12. Dieticians and social service workers frequently come from this field
13. Many personnel directors in industry and business, many principals and superintendents, begin their service in the field of physical education.

With approximately 2500 graduates annually, it would seem that the field is over-crowded. However, it is likely that the number of professionally-qualified individuals will never exceed the growing demand.

Advantages:

Very few young people choose this profession as a career unless they have a real love for it and some special aptitude.

1. It is a wholesome profession.
 - a. Offers many opportunities for leadership, self-expression, excellent contacts, and a satisfactory livelihood.
 - b. Many administrators consider the coach or teacher of physical education invaluable in helping build right attitudes among young people.
2. It is concerned with human beings.
 - a. Offers satisfaction in watching and assisting in the development of young people.
3. It furnishes opportunities to keep health and vitality vigorous through activity.
4. Promotions are usually frequent for the good teacher.
5. Some states and many large cities have teacher-tenure and pension systems.

Disadvantages:

1. Physical education is a young man's game.
 - a. It demands long hours.
 - b. There is little or no leisure during the school year, except during vacations.
 - c. If your health fails, it is difficult to keep your position.
2. Coaching is hard.
 - a. While the rewards in satisfaction are very great and the salary more than satisfactory when successful, the coach frequently is dismissed after one or two "poor" years.
 - b. Coaching sports is difficult at all times, but particularly so when it is in addition to full-time teaching in academic subjects.
 - c. Age is a factor. As you grow old, your position may be turned over to a young coach with "modern ideas."
3. Most positions open to those without experience are in small schools (100-250 students).
4. Continued study (at least a Master's degree) through extension and summer school is usually a requirement for promotions.

This profession is not a LAZY MAN'S JOB!

Salaries:

Beginning salaries for the inexperienced teacher are on a par with, or slightly higher (especially for coaches) than those in other subjects. Salaries range from approximately \$1000-1800 for beginners (in the middle west--slightly higher in far east and far west--lower in south) to \$2000-15,000 (a few "big-time" coaches) for experienced people.

In the secondary school, most teachers of physical education also teach one or more academic subjects (such as biology, mathematics, general science, chemistry, physics, social studies, etc.) except in the larger schools (500 or over) where they devote full time to the subject.

Qualifications:

1. Health (physical, mental, emotional).
 - a. This is a strenuous profession.
 - b. Physical defects (deformities, speech, etc.) are not acceptable in the field of teaching.
 - (1) Not a handicap in arts and handicraft, in community centers, etc.
2. Desire to teach (assuming teaching is the field chosen) and a liking for children.
3. Ability to teach (can you "put it over" to the pupil? Do you have great enthusiasm and sincerity?)
4. Character and personality (likeableness).
All-important, especially in the secondary level (See page 3).
5. Loyalty, cooperation, reliability, professional interest, sympathy, and a willingness to SACRIFICE.
6. Ability to organize.
7. Athletic ability.
 - a. Earning a letter in college, or being a member of a squad, is helpful in securing coaching positions.
 - b. A fair degree of proficiency in several sports is vital to success in high schools. (Good motor coordination essential)
 - c. Various aspects of teaching in health, safety, and the conduct of certain recreational programs do not require much, if any, special athletic ability.

Many of these traits can be cultivated.

Background:

The important factor is the individual himself, but it is helpful if the prospective student has had participation in

1. A broad activity program (physical education) in high school.
2. Some athletic ability (letters in sports or squad participation).
3. Some background in the sciences, in addition to the other high school subjects.

Courses:

More than three hundred public and private colleges, universities, and normal schools offer training in this field. Areas usually stressed include:

Botany, anatomy, physiology, sociology, economics, psychology, courses in education (school movement; teaching technique, student teaching, etc.), orientation courses, in addition to activity and theory courses in all phases of sport, health, safety, and recreation; plus specialization in one or more subject-matter fields for minors.

CHOOSE YOUR SCHOOL AS CAREFULLY AS YOU CHOOSE YOUR CAREER.

Suggested References:

1. "Teaching as a Career." Chicago: The Institute for Research (537 South Dearborn Street) 1939, 34 p. (\$.75)
2. "Physical Education as a Career." Chicago: The Institute for Research (537 South Dearborn Street) 1936, 16 p. (\$.75)
3. Lee, Edwin A. "Teaching as a Man's Job." Homewood: Phi Delta Kappa, 1938, 79 p. (\$.15)
4. Nixon, E. W. and Cozens, F. W. "Introduction to Physical Education." Philadelphia: W. B. Saunders Co., 1934, 262 p. (\$2.00)
5. Snyder, Agnes and Alexander, Thomas. "Teaching as a Profession." New York: Teachers College, Columbia University, 1932, 69 p. (\$.50)

PROGRESS REPORT

COMMITTEE ON TEACHER EDUCATION

COLLEGE PHYSICAL EDUCATION ASSOCIATION

January, 1940

Elwood Craig Davis, Chairman

I. BEGINNINGS

To refresh our memories, it will be recalled that for a number of years various members of the College Physical Education Association have pointed out the need for improving teacher education. Finally, in 1934 it was suggested that a committee be appointed to study a limited phase of the whole problem, namely, the weaknesses of the professional curriculum as reported by male physical educators teaching in the high schools of the country. The study was completed and reported at the annual meeting of the C.P.E.A. in 1938.

In the meantime, many suggestions regarding other studies that should be made of teacher education in health and physical education were sent to the chairman of the committee. Consequently, at this same annual meeting it was proposed and approved that the College Physical Education Association sponsor a wide-scale study of undergraduate and graduate teacher education in health and physical education. The next month, January, 1939, the following men were selected to serve on the Committee on Teacher Education:

WEST

Mr. H. M. Foster
Dr. John Bovard
Professor W. R. LaPorte

MID-WEST

Dr. S. C. Staley
Dr. E. D. Mitchell
Dr. D. Oberteuffer
Dr. C. L. McCloy

SOUTH

Professor O. Cornwell
Dr. D. K. Brace
Dr. J. R. Sharman
Dr. Harry Scott

EAST

Dr. Carl P. Schott
Dr. F. R. Rogers
Dr. W. L. Hughes
Dr. William Meredith

At the same time the following Advisory Committee was selected:

Dr. E. S. Evenden, Columbia University (Chairman)
Dean M. R. Trabue, The Pennsylvania State College
Professor A. J. Brumbaugh, University of Chicago (Representative, North Central Association)
Dean W. E. Peik, University of Minnesota
Professor L. A. Pittenger, Ball State Teachers College, Muncie, Ind.
Dr. William S. Taylor, University of Kentucky
President George W. Frazier, State College of Education, Greeley, Colorado
President R. L. West, State Teachers College, Trenton, N. J.
Dr. H. S. Caswell, Columbia University
Mr. Ben W. Frazier, Senior Specialist in Teacher Education, U.S. Office of Education

In February, 1939, the members of the Main Committee were asked the following question in order to critically approach the problem: "What is wrong with teacher education in health and physical education at the undergraduate and graduate levels?" The responses of the committeemen were excellent. One hundred four separate items distributed into twelve categories were mentioned with reference to undergraduate teacher education. Thirty separate items distributed into five categories were mentioned with reference to graduate teacher education. A detailed report of this first step was sent to each member of the Main and Advisory Committees.

The answers of each Committeeman to the questions mentioned above obviously were based upon some underlying philosophy of teacher education in health and physical education. The next step therefore was to seek the respective philosophies of the committeemen, since any aim and major objectives of teacher education which would be agreed upon (the planned third step in the original study) would emerge from a philosophy of teacher education. Responses from the committeemen as to their respective philosophies were poor. One committeeman gave his philosophy in a seventeen-word sentence. Several others sent copies of articles on teacher education which they had written, or addresses on the general subject which they had given. One committeeman made no reply whatsoever. These results were not wholly unexpected. The project was time-consuming and demanding of considerable thought. The Chairman sympathetically understands that the various committeemen are very busy throughout the year.

II. TOWARD COOPERATION

In the meantime word of the study spread and communications came in from state directors, city administrators, directors in the college women's field, and teacher trainers. The volume of and expressed interest of these inquiries plus the fact that representatives of other organizations stated that they also planned to make similar studies, indicated that an effort should be made to save duplication of time, money, energy, and to avoid the criticism of a lack of professional cooperation and efficiency.

Consequently, the Chairman interviewed the President of the National Association of Directors of Physical Education for College Women, for the purpose of ascertaining the possibility of cooperation on the study from that organization. Negotiations were concluded in July at the annual convention of this organization, when it was voted to actively cooperate. Doctor Dorothy Ainsworth, President of the N.A.D.P.E.C.W., was named representative with others to be named as needed.

In the meantime, at the annual convention of the American Association for Health, Physical Education and Recreation, some of the members of the Committee on Teacher Education of the College Physical Education Association discussed the advisability of this Committee's cooperating with one from the A.A.H.P.E.R. The latter organization planned to conduct a teacher education study to replace one that was discontinued in 1937. Cooperation with the A.A.H.P.E.R. would bring together the remaining interested organizations, for example, the state directors and city administrators.

Within a few days after the conclusion of this annual convention, the Chairman started negotiations with the proper officers of the A.A.H.P.E.R. for the purpose of securing cooperation on a teacher education study. These officers reacted favorably but felt that a committee representing the three organizations (C.P.E.A., N.A.D.P.E.C.W., and A.A.H.P.E.R.) should be appointed by the president of the latter organization. Considerable correspondence and several conferences followed and it became evident to this Chairman that if a cooperative study were to result, it would be necessary to have a joint committee appointed in this manner.

Appointment of this joint committee was deferred until December 23, 1939 because of a conflict in the status of the A.A.H.P.E.R.'s Committee on Teacher Education. This conflict arose from legislation enacted at two previous consecutive annual conventions which was contradictory as far as the appointment of the members of said committee was concerned. On the above-mentioned date the following committeemen were appointed by the President of the A.A.H.P.E.R. for the purpose of constructing an operating code for the A.A.H.P.E.R.'s Committee on Teacher Education*:

Dr. Dorothy Ainsworth, Smith College, Northampton, Mass.
Miss Jessie Garrison, State Department of Education, Montgomery, Ala.
Mr. Vaughn Blanchard, 467 Hancock W, Detroit, Michigan
Dr. Elizabeth Halsey, State University of Iowa, Iowa City, Iowa
Dr. Clair Langton, Oregon State College, Corvallis, Oregon
Mr. George Hjelte, City Hall, Los Angeles, California
Dr. E. C. Davis, The Pennsylvania State College, State College, Pa. (Ch.)

This Committee includes two members of the C.P.E.A. and two members from the N.A.D.P.E.C.W. The state directors, city administrators, as well as the fields of health education, physical education, and recreation are represented. The six geographical districts of the A.A.H.P.E.R. are also represented on this Committee.

As the members of the C.P.E.A. Committee on Teacher Education well know, after these various negotiations first began toward a joint study of the problem, work on the original study stopped. Obviously the nature and scope of the original study would be changed significantly if the various interested groups were included in the study. As has been described, the necessary steps have been taken to enlist the cooperation of these various groups and the original study will be enlarged from several points of view. It is to be understood that the plan is to use the C.P.E.A.'s original committee in toto, after a working plan has been adopted for the pursuit of the new and enlarged study.

This Progress Report would be incomplete without mentioning the invaluable assistance of the Advisory Committee. They have not only rendered advice but have attempted to guide funds from national foundations for use in the pursuit of the study thus far.

It is also of interest to report that Mr. Hewitt, Department of Physical Education, Oregon Agricultural College, is studying certain aspects of teacher education at the graduate level and is willing to cooperate. The Chairman has held a protracted conference with Mr. Hewitt and feels that his study will be helpful. It is hoped that other doctoral dissertations that cover various areas of the major problem may be initiated in other institutions, and that such studies will be sponsored by the Joint Committee which it is hoped will be appointed in the spring of this year.

It should be recorded that the nature and scope of the study will be discussed in the Teacher Education Section, chaired by Doctor Delbert Oberteuffer, during the annual convention of the A.A.H.P.E.R. in Chicago this spring.

The Chairman will welcome comments and suggestions to this Progress Report from any member of the Main Committee or the Advisory Committee.

*Copies of this progress report are being sent to these persons.

The Second Guess

By VIRGIL CORY

Monday Is a Quiet Day, So Let's Talk About the Grand American College Sport of Football, Its Schedules and Its Pay Rolls.

THAT there's "growing pains" in the great college sport of football is no secret. From good old New Haven to Westwood Village in Los Angeles' suburbs, the fall sport has been in for more than its share of criticism this season and Wichita fans are pushing their noses right into the discussion too.

The following facts are not personal opinions, and neither are they beliefs of any one man; they've been thrust on to this department by a number of students of the game and the serious manner in which they have been relayed carries some weight.

Here's two suggestions that these local fans bring out plainly:

1. Colleges should play more than eight or nine games a season.

2. The hypocrisy of colleges with million-dollar mortgages on huge grid bowls should stop. They should pay their players openly—and pay them what they're worth as drawing cards.

The second suggestion is well known, but the first was slightly surprising to us. Why should colleges play more than eight or nine games every season?

"Because they're not teaching a young man football in all its phases under the present method," snap exponents of this idea.

"Just look at the pros—they play from 18 to 24 games a season and are in fine condition all of the time," these men continue, "These pros know just how much they can play to get the best out of a season."

"In colleges the boys don't handle a football until they snow up around September 1. Then they practice for a month. About October 5 they usually play their first game. Then they play once a week until Thanksgiving and that's just eight short weeks.

"After they've played their first couple of games, most universities don't even have their players scrimmage, fearing that their stars will suffer a hurt that will lose some dollars at the gate on Saturday afternoon. Why in this day and age a young man who wants to learn football has to go on pro ranks in order to learn anything about the sport.

"Now if colleges played about 18 games a season the boys could get into action in regular play about September 15, and carry on to about December 5. When they wind up their season they'll still be in fine shape and will know more about football than they can learn in three seasons otherwise."

One of the men who believes in the above statements played his football in 1898-99.

"In our day football was so rough that we had to keep our schedule down to eight or 10 games," he said. "Nowadays if a player even slips and falls in an open field he's down. That's just one example of the fact that football is much easier now than it used to be. To make it up and toughen these boys as they should, why don't they play more games?"

Just to get an idea from a pro-

essional football player we called up Pete Bausch, who was selected on the United Press all-star pro team this season. Pete plays center with the Boston Redskins.

Pete said, "Yes, I finished our season feeling like I could play a half dozen more games. Let's see, we played 19 games this year and 12 of these were league contests."

Bausch agreed heartily with the idea that more games on a college schedule would help players.

"I've learned more since I've played with the Boston pros than I ever learned in my life before," he admitted. "In college we never had time to digest the reasons why we were supposed to block this man or to run this direction. We did it blindly. In pro football we have enough games that we can learn every detail of the sport slowly and surely as the season progresses. Yes, I would certainly say that colleges could play about 20 games a season with more benefit than the usual number of eight or nine games."

In compiling a schedule to fit this proposed plan, it is suggested by several that regular Saturday games would still be in order. Say play 10 contests on Saturdays. Ten more games could be arranged on Wednesday nights.

This would take the nerve-wracking emphasis off "national titles" because few teams would go through long seasons unbeaten.

What do you boys who play football this season think of a 20-game schedule?

In speaking of hypocrisy of big colleges in paying players Pete Bausch told of the standing joke in the national pro league. It's the kidding that big college stars get when they join pro ranks.

"Well, Joe, you sure had to take a cut in pay when you signed up with the pros this year, didn't you?" an all-American player from Alabama, U. S. C., Pittsburgh or other schools is razed. And it's true, Bausch claims. Many of the college heroes make more money in college than they are making now as a pro.

"And to think that I used to have to borrow money to pay my tuition at Kansas university," Bausch moans, "I must have been plenty dumb in those days not to have me a manager at a 10 per cent cut to get me a \$300 monthly salary at a big school. Some of the guys get that now."

And so the battle rages on over football. Anyhow, we've decided, as long as everyone at least is interested in criticising football, the dollars are still going to be shoved into the box office windows. And, pardon us if we are influenced by some of these gents we've been talking to, and say that's all that matters in the class A college grid circles.