

Should College Athletes Be Paid?

Yes!—Says Forrest C. Allen

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singing at funerals and collects a tidy sum for singing in a church choir, and in addition gets credit toward graduation for his singing in that choir?

No credit is given the athlete for participating in daily two-hour practice drills on the football field, or for playing in a regularly scheduled contest. But if he should go down town and play in any competitive game with an outside team, even without remuneration, he would automatically become ineligible. If the athlete should referee an intramural game of any kind for the same amount of money that the singer receives for his hour's work, the athlete immediately becomes a professional and is ineligible to play. When playing for his school in an intercollegiate contest, he receives no academic credit, but credit toward graduation is given members of the band who play between halves at the same game.

If you want to teach history or chemistry, you can carry the minimum load the school requires and take as long as you desire to complete the course. But if you want to coach athletics and seek to earn a varsity letter as a recommendation, you must possess 28 hours of academic credit the two preceding semesters.

It is just as logical to think that we should have physical-education scholarships as well as any other special scholarships which are offered by alumni and

other beneficiaries. Coaching and physical education are professions, and the sooner we have a newer and a better understanding of these moot points, the better off all of us will be. Who can say that from a great army of aspiring youth, tingling with the love of contests and conquests, it is not possible to discover another young Naismith, a Stagg, a Gulick, or a MacKenzie? These men were all poor boys. They struggled for their education and they competed in athletics when their parents frowned upon the profession they were to take up. Since those days, physical education has been dignified and edified, until now we have giants of intellect as well as physique in the field of physical education.

Again, is it not possible for the fine young athlete to use his skills just as does the student of art or music? It has been said that the rhythm and the poise and the timing of a superb athlete are *art and poetry in action*.

But life is full of paradoxes. With one hand we give money to aid the physically crippled, and with the other we give boodle money to cripple mentally the physically strong. It is easy to collect \$1,000 for a "slush fund" for certain *sub-rosa* purposes, but impossible to collect \$100 for some legitimate activity.

No doubt you read some months ago about the investigation the Pacific Coast

Conference had instituted. It had hired a former "G-man" to assist in a survey of financial support for athletes playing in the Conference. If a G-man should investigate any other honorable, long-established conference on obeying the present rules of the conference as they are now printed, his findings would cause much panic. The athletic situation is a mess. Conferences are printing one rule, but actually obeying another. This is comparable to the present international situation, when the world powers say we must be prepared, we must protect ourselves against the outlaws.

Colleges should take a page from the State of New York in its educational policy regarding high schools. All activities of the high schools, including all forms of competitive athletics, are under the direct control of the high-school administration. There is no such thing as an athletic association. If colleges would abolish their athletic associations, with their alumni and student boards, and if the universities would handle athletic funds the same as all other State-appropriated funds, then such bugbears as high-priced coaches' salaries and bits of skullduggery such as diverting \$10,000 or more from advertising channels into a "slush fund," then much of the grief of our present athletic catastrophe would be done away with.

James Rowland Angell, when president of Yale University, once made the case for competitive sport groups when he said:

We must believe in all sincerity, as I am sure many of us do not, that physical education, including competitive sports, is an essential part of the obligation of the college and in no sense a mere excrescence to be confided to the casual outsider or to the transient apprentice. We must recognize that it stands in the closest possible relation to moral education, which we often pronounce as one of the prime duties of the college, if not, indeed, the very first. We must believe unreservedly in sports for the whole college community, and competitive group sports as far as possible. If, then, physical education in the largest sense is an intrinsic part of the work of the college, why should there longer be hesitation in recognizing that fact, and accepting the full responsibilities which go with it?

Why should there be, indeed? The core of the whole question is, what is better for youth? To answer, we must make a choice. Shall we continue a system that puts a premium on hypocrisy and dishonesty, that encourages selfishness and parasitism, that warps youth's view of life far out of line with the actual? Or shall we teach our young men to be realistic, to value their potential contributions as highly as the classics or chemistry student values his—and therefore to expect and get equal recognition? The choice, to me, seems obvious.

Planting Peace Our Back Yard

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sovereignty. Some in the advance one or another religion as a panacea for all international conflicts. In other words, each his own particular bias in the whole world scene and, if he is all fluid, his strong opinion to be modified.

What is actually happening in the public in general is gaining information as to the problems of international relations. It is an advance against strongly emotional propaganda is giving intelligent thought to the solution of world problems. Service and understanding are the words, a world public opinion developed, an informed public which is of utmost significance is to be preserved. When the world around have come to understand each other's problems and have a will for peace, then it will be able to sweep them emotionally.

These Institutes are but the first fires against a world conflagration. They are planting peace in our back yards where the common people are thus preparing the minds of the day when they must learn to live calmly and tolerantly in the presence of obstreperous neighbors.

Last season the Rotary Club of Melbourne, Australia, held a university extension lectures on international subjects. Recently the Inter-Continental Committee of Rotary District 6 organized a series of meetings in collaboration with the Associated American Understanding, some 35 public meetings on Anglo-American relations. The Rotary Club of Lima, Peru, and the Rotary Clubs in Canada are sponsoring Institutes of International Understanding during the current year. Inquiries about Institutes have been received from Clubs in New Zealand, South America, Europe, and South America. The Institute of International Understanding which local Rotary Clubs are initiating is, therefore, becoming a far-flung movement. It is the highways and byways of the world live and bring them to understand and thus, when their feet are on the broad road of goodwill, the more reasonably be expected toward the goal of peace and internationalized their deep yearnings for

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