

desideratum is to obtain an intelligent and whole-hearted acceptance of the fundamental reconstruction principles, and then trust the ingenuity and energy of our athletic leaders to carry out these principles in practical ways. We must believe in all sincerity—as at present 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 the transient apprentice. We must recognize that it stands in the closest possible relation to moral education, which we often pronounce 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. We must believe that our great task is to secure and perpetuate right habits of living that will contribute to physical vigor, steady nerves, and long life. We must recognize the incomparable healing that is in the life of the open air; and particularly, we must recognize that *bona fide* recreation, sheer preoccupying fun, is an essential feature of the best régime. This is not to slur or forget the need at times of outright stiff physical work, the hardening of the body, the training of courage and endurance; but it is to insist that these qualities constitute but one portion of a satisfactory program of collegiate physical education. The others, which are at present much more apt to be overlooked, are those which we have enumerated.

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 not be professorships of physical education, presided over, as is already the case in certain highly reputable institutions, by men of professorial rank especially trained for this work? The college preacher is in many colleges a recognized institution, and his place is justified largely on the ground of the need of the undergraduate for moral leadership and instruction. It is an ignorant observer who does not know that the successful coach or athletic director exercises a far greater moral influence over the average college man than any but the most exceptional preacher can hope to do. Moreover, it is an influence which the ordinary college professor can justly envy. If, then, education has as one of its main objectives character, as we are fond of saying, let us recognize the fact that no single member of the faculty is so likely to contribute a deep and lasting influence to the college generation as the head of the athletic department. It is a career which has not existed hitherto in sufficient quantity to have attracted into it many very able men, but once recognized as a legitimate, respected, and well-paid profession, it would speedily enlist abundant competent candidates.