

John Allen. 3054 Union St.
San Diego, California.



THIS SIDE OF CARD IS FOR ADDRESS



Mr. F. C. Allen
Lawrence
Kans.
801 La. St.

San Diego

Calif. Jan. 25-45

Dr. F. C. Allen.

Dear Mr. Allen.

With interest I
am watching all
news papers, and
Radio Broadcasts of
your Basket Ball games
We have an interesting
Bunch here that is
Basket Ball minded,
and we are sure
pulling for you.

I understand you play
your state at Lawrence
Jan. 27, here's wishing
you every thing it
will take to win that
game. all these are former
Lawrence Residents.

Sincerely - ever.

Gen. N. G. ~~Alvick~~

MTB Rom 9

✓

FPO. San Francisco,

Calif

Nov 27, 1944

Dear Mac:

I received your much
welcomed "Rebounds" yesterday
and had my "thirty minute
furlough" quote Ed Hall. I
need not say how much I
appreciate your Rebounds Notes;
as I couldn't possibly express
it in words.

The confirmation of "Sepe's" death
was something I had been
hoping against hope was not
true. Had received long

"scuttlebutt" about his death,
but just couldn't believe it
was true. I guess lives must
be sacrificed to win a war,
but I will never understand why
it must be the choice that
all take.

I was one of the unfortunate
few that was not in on the
big show out here, but am
expecting to get my cracks at
them in the not too distant
future. One of our K. U. boys
was in that operation, but
have not heard how his boat

or himself. made out in the
numerous scraps they were in
up there. It was Fred Humphries,
he operated with our squadron
in this area awhile before going
off there, so we had some
fine chats about N. U. and old
times.

Knute Kriese is in another
area and I haven't seen
him for quite awhile. He is
due to be back and see
all of you, so maybe he will
pop in on you one of these

days. I was expecting to do
likewise soon, but with all
the new fronts opening I imagine
it will be sometime yet before
they will let me go.

Have had my own boat since
the first of July and with
the fine crew I now have
aboard, I am hoping to give
the Japs a few lessons soon.
Keep the Rebounds coming, they
are a bright spot among a lot
of dark clouds.
As ever
"Hub"

9295

1:30

LEONARDVILLE
OCT 30
11 AM
1944
KANS.



THIS SIDE OF CARD IS FOR ADDRESS

Dr. Forrest C. Allen
Varsity Basketball Coach
University of Kansas
Lawrence, Kansas

Lombardville, Mo.
Nov. 30, 1947

Dr. Forrest Allen
University of Kansas

Dear Mr. Allen,
I called you last
Saturday for an appointment
but you were not
going to be in town, so
I find it possible
to be in Lawrence Fri.

Nov. 3 . If possible
I will be in about
11 o'clock.

Sincerely
Don Blankenship

October 31, 1944.

Coach Don Uhlenkop,
Leonardville, Kansas.

Dear Mr. Uhlenkop:

I will be happy to see you Friday, November 3, but since I am secretary of the Selective Service Board which meets on Friday morning from 10 to 12, it will not be possible for me to see you until after lunch. I expect to be in my office in Robinson Gymnasium about 1:30.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.



United States Rubber Company

Rockefeller Center

1230 SIXTH AVENUE · NEW YORK 20, N.Y.



KEDS SPORTS DEPARTMENT

October 4, 1944

Dr. F. C. Allen
Director of Physical Ed.
University of Kans.
Lawrence, Kans.

Dear Dr. Allen:

In January of this year, we advised you that the War Production Board had announced that the manufacture of fabric shoes with vulcanized synthetic soles would be permitted, and that the United States Rubber Company would begin manufacturing a limited quantity of fabric, rubber-soled gym shoes to the extent that this production would not interfere with our production of vital war materials needed by the Armed Forces. We also advised you that as important new developments took place, you would be kept informed.

Since this time, due to the manpower situation and shortage of good fabrics, which have become even more critical in recent months, the quantities of shoes which have been made have been limited and will be far short of the demand. More recently, we were called upon by our Government to use all of our fabric, rubber-soled shoe equipment and manpower to produce certain badly needed supplies for the Armed Forces and, for this reason, the manufacture of fabric synthetic rubber soled gym shoes has been stopped entirely.

It may possibly be that a limited quantity of shoes made since January is still available at your local "U. S." dealer, but if this is not the case in your community, you will understand that your dealer, in all probability, received an extremely small supply of those shoes manufactured, since it was necessary to distribute these limited quantities on an equitable basis to all dealers throughout the country.

It is with regret that we cannot tell you anything more encouraging about the situation at the present time, but as soon as we can again resume production of "U. S." gym shoes, you may be sure that we will let you know.

Sincerely yours,

JPMoonan:jmw

Keds Sports Department

McPHERSON JUNIOR HIGH SCHOOL
R. R. UHRLAUB, PRINCIPAL
McPHERSON, KANSAS

October 19, 1944

Dr. Forrest Allen
University of Kansas
Lawrence, Kansas

Dear "Phog":

Frank Mandiville was in my office today, and he showed me a copy of
"Jayhawk Rebounds".

If you have any extra copies I wish you would put me on your mailing
list.

Yours truly,

R. R. Uhrlaub

R.R. Uhrlaub

RRU/pjn

GOVERNMENT PRINTING OFFICE

DIVISION OF PUBLIC DOCUMENTS

WASHINGTON, D. C.

Paper

TITLE: Victory Corps Series, Pamphlet No. 3. Physical Fitness
Through Health Education For The Victory Corps. (1943)

Your order for publication noted above cannot be given immediate attention as our supply is exhausted, but copy will be promptly mailed as soon as a new supply is received.

Very respectfully,

SUPERINTENDENT OF DOCUMENTS.

253967 B/2

Forrest C. Allen,
Director of Physical Education,
Varsity Basketball Coach,
Lawrence, Kans.

VCW

Eus H. J. Ulrich U.S.N.R.

M.T.B Row 9

90 Fleet P.O.

San Francisco, Calif.

also pls mail copy
of Rebounder to Mrs Ulrich
90 Student Hospital

Col. L^{Lyle} A Percell

0-128962

5315- D.T.C.

aPO #430

New York, N.Y.

March 14, 1944.

Superintendent of Documents,
Washington, D. C.

Dear Sir:

Will you kindly send four (4) copies of the Physical Fitness Manual of the United States Navy. It is my understanding that the price is 50¢ each; therefore, I am enclosing \$20.00 to cover the cost.

Sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

March 14, 1944.

U. S. Government Printing Office,
Washington, D. C.

Dear Sirs:

Will you kindly send two (2) copies of the manual entitled "Physical Fitness Through Health Education"; and also eight (8) copies of Physical Fitness for Colleges and Universities.

I am enclosing \$3.00 to cover the cost. If this is not sufficient, kindly let me know and I will immediately send any additional amount necessary.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

March 14, 1944.

Upsher Smith Co.,
Sexton Bldg.,
Minneapolis, Minn.

Dear Sirs:

Will you kindly quote prices on your product,
Mag. Sulf. Rub?

Sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

March 8, 1944.

The University of Southern California Press,
Los Angeles, California.

Dear Sirs:

We desire to order six (6) copies of "The Physical Education Curriculum", by Wm. Ralph LaPorte, for use during our spring semester just starting. Upon receipt of your bill for the same we will immediately send the purchase price.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

UNIVERSITY HIGH SCHOOL
Basketball Schedule, 1943-44

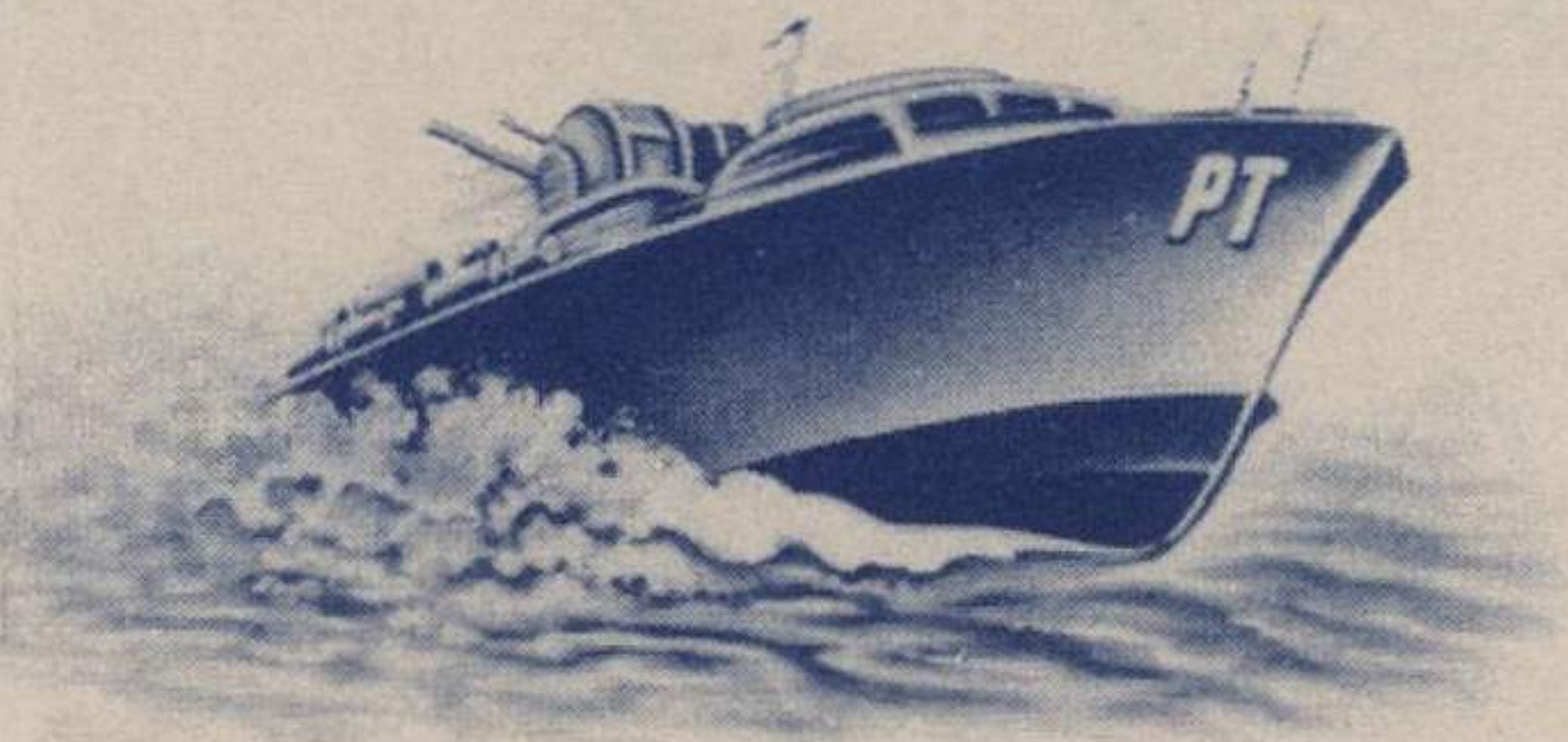
| <u>Date</u> | <u>Day</u> | <u>Opponent</u> | <u>Place</u> | <u>Time</u> | |
|----------------------|------------|-----------------------|---------------|-------------|---------|
| November 30 | Tuesday | Perry High School | Perry | 7:30 p.m. | |
| December 6 | Monday | Lecompton High School | Lecompton | 7:30 p.m. | |
| December 10 | Friday | Vinland High School | Lawrence RG ✓ | 7:30 p.m. | |
| December 14 | Tuesday | Junior High | Comm. Bldg. | 4:15 p.m. | |
| January 3 | Monday | Perry High School | Lawrence RG ✓ | 5:00 p.m. | c e e x |
| January 7 | Friday | Vinland High School | Vinland | 7:30 p.m. | |
| January 12 | Wednesday | | | | |
| January 18 | Tuesday | Lecompton High School | Lawrence RG ✓ | 5:00 p.m. | Hoeh |
| January 21 | Friday | Baldwin High School | Lawrence RG ✓ | 5:00 p.m. | Hoeh |
| January 25 | Tuesday | Linwood High School | Linwood | 7:30 p.m. | |
| February 4 | Friday | Baldwin High School | Baldwin | 7:30 p.m. | |
| February 11 | Friday | | | | |
| February 15 | Tuesday | Linwood High School | Lawrence RG ✓ | 5:00 p.m. | |
| 11 22 February 25 | Friday | De Soto H.S. | Lawrence | 5 p.m. | Hoeh |

Cms. H. J. Ubrich

Com. M.T.B. 3rd Fleet

Fleet P.O.

San Francisco, Calif.



MOTOR TORPEDO BOAT SQUADRONS TRAINING CENTER
MELVILLE, RHODE ISLAND

Jan 15, 1944

Dear Coach:

I guess it is about time I was writing a "thank you" note to you for sending me the mimeographed news on all the boys. I certainly did enjoy it very much and I am including my overseas address; hoping you will mail it to me out here.

I haven't been away very long, but can tell already how much things of that kind ^(Y.R.) help out here. I left the states in December and temporarily stationed here awaiting further transportation. It is one of the many islands out here and is very beautiful consisting of very dense foliage and many flowers,

shrubs, and other tropical life. If the
circumstances were different it would
be a very pleasant vacation. Ho!
The weather is hot and wet, the
humidity is very high causing metal
to rust quickly and envelopes to stick
together. Mild accumulates on everything
left idle for several days. It rains
at least once every 24 hours, and when
it isn't raining the sun is extremely hot.

I want you to tell all the boys
hello for me and give the P.E. fellows
a word, and don't forget old "Mermith",
remind him I will be around to get

my rub down in about a year.

Hope you don't mind my writing on
both sides the paper, but it is rather scarce
out here. Hope to hear from you soon.

Com. M.T.B. 3rd Fleet
Fleet Post Office
San Francisco, Calif.

Sincerely

"Sub"



United States Rubber Company

Rockefeller Center

1230 SIXTH AVENUE · NEW YORK 20, N.Y.



KEDS SPORTS DEPARTMENT

November 15, 1943

Dr. F. C. Allen
Director of Physical Education
University of Kansas
Lawrence, Kansas

Dear Dr. Allen:

A new bulletin on Basketball, which covers Passing and Shooting -- Individual and Team Offense and Defense -- by Everett Dean, Coach of Stanford University, and Bill Anderson, Coach of Merion High School, Ardmore, Pennsylvania, has just been released by the Keds Sports Department. It occurred to us that you might like to have this latest addition to the Keds Sports Library, and if you desire a few additional copies for your Squad, we will be happy to send them to you upon request -- of course, without charge.

This latest bulletin on Basketball has been added as a result of many requests from physical education instructors, and we sincerely hope you will find it helpful in your Fall program. If you have any suggestions that you believe would help us improve our sports literature, won't you please let us have them.

Last May we advised that as soon as rubber was available to again manufacture Keds for the physical education requirements of your classes, we would let you know. We regret that we are not in a position to tell you anything definite at this time. We can say, however, that the outlook is encouraging and you may be sure that we shall advise you as soon as such a supply becomes available.

Sincerely yours,

JPMoonan/mf

Keds Sports Department

In reply refer to Initials
and No.

OP-33-G-RRP
610 H St., N. E.

NAVY DEPARTMENT
OFFICE OF THE CHIEF OF NAVAL OPERATIONS
WASHINGTON

7 October 1943

Dear Sir:

In regard to obtaining the cargo net referred to in your letter of 1 October, Mr. Stacey suggests that you submit a request to your nearest Naval Supply Depot.

We note that the equipment is arriving in good shape. Other items will be reaching you as time goes on.

Your description of the obstacle course sounds very interesting. I hope the above information will help you complete the course as it is planned.

Respectfully yours,

Robert R. Purcell

ROBERT R. PURSELL,
Lieut. (j.g.) USNR;
Division of Aviation Training

Lieut. (j.g.) F. Ben Douglas,
Athletic Director,
CAA-WTS School,
University of Kansas,
Lawrence, Kansas.

October 1, 1943.

Lt. Robert Pursell,
Pre-Flight Section, Equipment Office,
610 Eighth Street, N. E.,
Washington, D. C.

Dear Sir:

The University of Kansas has gone to a great deal of trouble here to construct us an obstacle course, and to date it is one of the best I have seen. However, we lack one obstacle which we would like very much to include if we can get the equipment. That is the cargo net climb.

Dr. Allen has written numerous individuals to line up a net, but so far we do not have a lead on one that we could use. If you have any information as to where or how we could get such a net, we would certainly appreciate your advice.

To date practically all of our equipment has arrived and is being used.

Sincerely yours,

Lt. (jg) F. Ben Douglas,
War Training School,
University of Kansas.

October 1, 1943.

Superior Fire Equipment Corporation,
235 E. 42nd Street,
New York City, N.Y.

Dear Sirs:

We are very desirous of obtaining a Cargo Net for use in our obstacle course we are constructing for the physical training of Army and Navy students at the University of Kansas.

Your firm's name has been given as a source of supply. We can furnish any priority necessary because of our contracts with the government.

We will appreciate it if you will fill out the enclosed quotation sheet and return to this office at your early convenience.

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH
Enc.

October 1, 1943.

Anchor Blasting Mat & Rope Company,
245 E. 32nd Street,
New York City, N.Y.

Gentlemen:

We are in the market for a Cargo Net for use in our obstacle course we are constructing for the physical training of Army and Navy students at the University of Kansas.

Your firm's name has been given as a source of supply. We can furnish any priority necessary because of our contracts with the government.

We will appreciate it if you will fill out the enclosed quotation sheet and return to this office.

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH
Enc.

October 1, 1943.

Lieut. Lawrence S. Ely, USNR,
Athletic Director,
U. S. Naval Air Station,
Olathe, Kansas.

Dear Lawrence:

Thank you for your prompt reply to my inquiry about the source of supply for cargo nets. I greatly appreciate your suggestions, and we are today writing these two firms.

Regarding our basketball games at Olathe and Lawrence, what dates do you have in mind? I shall await your early reply.

Very cordially yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

U. S. NAVAL AIR STATION
OLATHE, KANSAS

29 September 1943

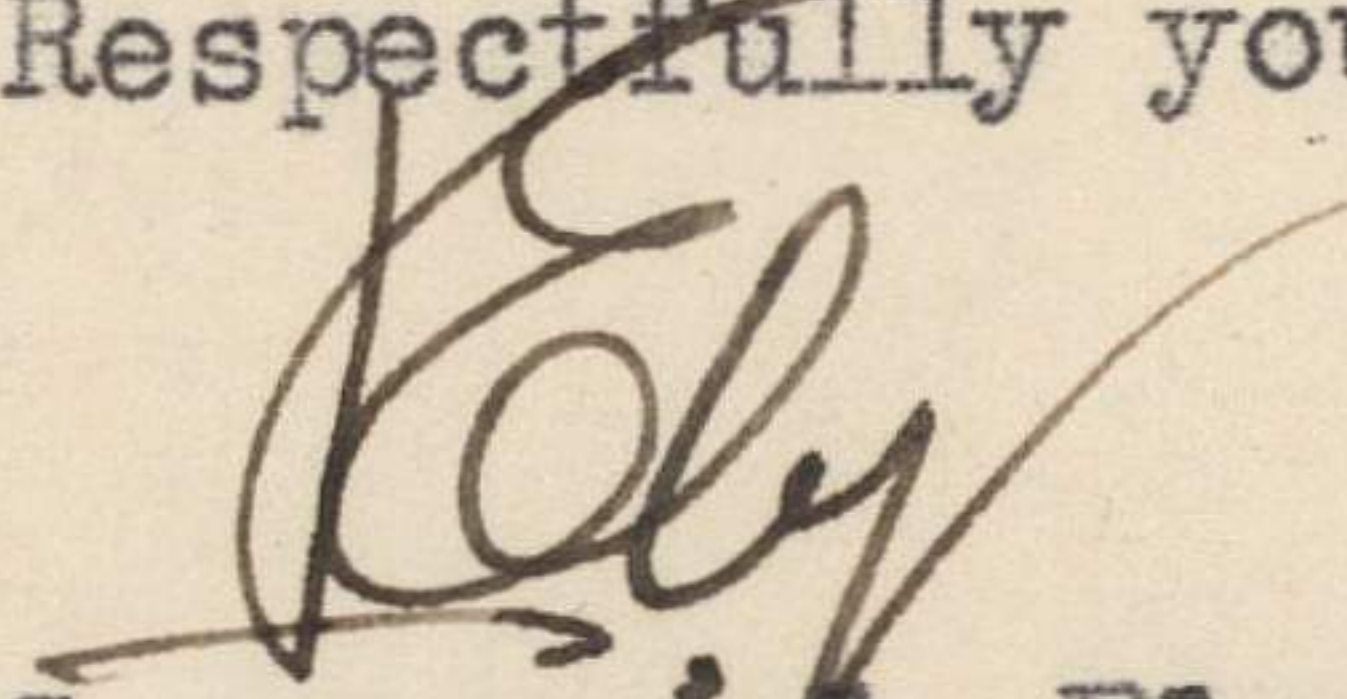
Dr. Forrest C. Allan
Director of Physical Education
University of Kansas
Lawrence, Kansas

Dear Phog:

All naval shore stations procure cargo nets from Great Lakes, Illinois and our Navy Catalogues do not list the source of supply. We were, however, able to find two companies who classify themselves as the source of supply for cargo nets. Contact the ~~Anchor~~ Anchor Blasting Mat and Rope Company, 245 E. 32nd Street, New York City, or the Superior Fire Equipment Corporation, 235 E. 42nd Street, New York City.

We have no knowledge as to the exact cost of these cargo nets, but my guess is, they are quite high because of the shortage of rope fiber. With best wishes, I am.

Respectfully yours,


Lawrence S. Ely
Lieutenant, USNR
Athletic Director

LSE:fh

James?
- R. S. Ely

Federal Security Agency
U. S. OFFICE OF EDUCATION
Washington 25

MEMORANDUM

TO: Heads of Departments in
Colleges and Universities

FROM: Fred J. Kelly, Chief
Division of Higher Education

SUBJECT: Reports on Adjustment of the College Curriculum to Wartime Conditions and Needs

The U. S. Office of Education is issuing a series of reports on the adjustment of the college curriculum to wartime conditions and needs, and copies are being sent to the heads of the particular departments concerned. These reports are intended to assist institutions of higher learning in their efforts to render an effective and vital service in wartime. They have been prepared under the direction of the following Committee appointed by the Office of Education Wartime Commission:

Lloyd E. Blanch, Senior Specialist in Higher Education, Office of Education, *Chairman*
Levin B. Broughton, Dean, College of Arts and Sciences, University of Maryland
Walter C. Eells, Executive Secretary, American Association of Junior Colleges
Kathryn McHale, General Director, American Association of University Women
Levering Tyson, President, Muhlenberg College

This Committee requested the national association of college teachers in each of the principal fields of study in the arts and sciences to appoint a committee to prepare the report for that field, and suggested that it might be well to center somewhat geographically the membership of each committee in order to facilitate the work. The associations responded generously and selected committees.

Brief instructions were given to each committee, which included the following statement:

"It is not the purpose of this project to suggest to the colleges of arts and sciences that they offer a multitude of so-called 'defense' courses. Rather, it is assumed that understanding of basic principles should be the principal goal of instruction in the colleges. It is also assumed, however, that much of the instruction can be directly aimed at meeting the needs of the Nation for intelligent and capable persons who understand the forces operating the world and can devote themselves intelligently and capably to the tasks that confront the Nation in wartime. There appear to be three aspects of the present situation that should be considered in the project: (a) the military aspect, including service in the land, sea, and air forces; (b) the civilian aspect, including the industrial, the agricultural, the financial, the governmental, and other phases; and (c) the cultural aspect—understanding the issues and events."

It is hoped that the suggestions contained in the reports of the Committee will aid college and university teachers to serve better their students and the Nation at a time when every effort must be made to win the war.

Federal Security Agency
U. S. OFFICE OF EDUCATION
Washington

ADJUSTMENT OF THE COLLEGE CURRICULUM TO WARTIME CONDITIONS AND NEEDS

REPORT NO. 17.--PHYSICAL EDUCATION FOR MEN PART I. FUNCTION, EXAMINATION, AND REHABILITATION

This report is one of a series of reports that are designed to be of assistance to teachers in colleges and universities. It has been prepared by a committee appointed by the College Physical Education Association and consisting of:

Glenn W. Howard, Associate Professor of Physical Education, The Ohio State University, Chairman

Willard P. Ashbrook, Professor of Physical Education, The Ohio State University

Whitelaw R. Morrison, Professor of Hygiene and Physical Education, Director of the Men's Gymnasium, Oberlin College

Delbert Oberteuffer, Professor of Physical Education, The Ohio State University

In publishing the report the U. S. Office of Education does not assume responsibility for the statements contained therein; such responsibility rests with the Committee named above.

This report is being issued in two parts.

The Function of Physical Education in Wartime

Departments of physical and health education in American colleges have two broad and important functions to discharge as a part of the war effort of the institution. They must, where such professional curricula exist, prepare young men for military and naval duty as physical education instructors. The various branches of the service have, in this war, made unprecedented demands for such professionally trained college men, and the colleges should continue to supply the demand. From accredited professional physical education departments the Navy, the Army, and the Coast Guard are drawing hundreds of physical education teachers and athletic coaches. The supply of these men should be maintained.

The principal task, however, to which American colleges must rise is to provide an appropriate physical education and health education to the rank and file of men students on the campus. During wartime this experience, this sort of development, must be intensified and broadened. For men, particularly, colleges must offer the kind of physical education experience which will best prepare them for the rigors of military life. Also for men whose military careers are not imminent, the kind and amount of physical education activity needs to be geared to the social and organic needs of both war and peace. For it is not only for war that this Nation is preparing. Indeed if it were for war alone our efforts might well be directed only at the process of preparing men for military service. But the evidence of recent months points to a greater scope of this preparedness, a broader and deeper purpose.

Now once again free men are defending their freedom. It is imperative that whatever impact programs of health and physical education make upon the development of men who cherish this freedom must now be intensified. This intensification will require a complete mobilization of our energy, strength, and wisdom to the end that each college student will reflect in his every act sound health and an appropriate physical education as important aspects in the defense of this democracy, no matter what may be his part of it.

We must look to the quality of this physical education experience. This Nation, faced as it is with a war for survival, looks to the quality of men and their ideas to turn the tide. It has always been so, and there is no reason now to believe that free men cannot preserve their freedom by their own strength. We pride ourselves upon our democracy. We allege that we know what our democratic freedom is and how it is to be preserved. Our allegations now must be established and physical education departments must show clearly their relationship to a college education which produces an educated, informed, strong, and urbane citizen of a democracy. These programs must contribute to this democratic way of life as surely as any other aspect of the college curriculum must contribute. All such programs must be reviewed today not only to see whether they adequately prepare men for military life but whether they are good in terms of democratic purposes, whether they have outworn features of former disciplines, whether their structures are living demonstrations of equality in opportunity and whether they are educational in the fullest and best sense of that word.

Nothing has happened since Pearl Harbor was attacked to make us believe that in order to win from the totalitarian Axis we must ourselves become totalitarian. Imitation of their methods need carry no further than a matching of military might and tactics. Imitation on any other front may be looked upon with considerable skepticism for fear that in our anxiety we may sacrifice something truly essential to the very thing the Nation is fighting to preserve. As long as they remain compatible with the national wartime economy and do not jeopardize our military effort, the individual's rights to self-determination, to self-direction and to a full participation in distinctly American activities of purpose and meaning must be preserved for him.

If this point of view has merit it has great meaning to physical education in our colleges. Physical education is at a crossroads of its development. Shall it imitate the Axis by copying their systems of physical training; the heavy apparatus of the Germans of 1820, the marching tactics of Bismarck's 1870 Germany, the precision drills of the Italians, or the jiu-jitsu of the Japanese? Far better for physical education to prosecute to the utmost of its ability the typically American program of games and sports with all of their objective and satisfying values. Physical education must continue with its programs of swimming, golf, tennis, baseball, football, soccer, running, handball, squash, fencing, basketball, and other sports, including in the training of men for each sport occasional conditioning exercises so essential to efficient performance as used by our most intelligent teachers.

Through vigorous teaching of these activities will be found most of the virtues of strength, condition, and discipline which are so feverishly sought as a part of pre-induction preparation. There is no evidence to prove that physical education should forsake these games and the training they afford by the adoption of a program of robot-type, drillmaster, formal exercises of nineteenth and twentieth century Germany. Physical education departments everywhere should reaffirm their faith in the typically American program of sports and athletics. Through the intensification of these activities and the purposeful physical preparation of men engaged in them will come the certain values of individual and national wartime importance, and thus young college men of America will come to their war service conditioned mentally and physically to accept such rigors

as may be involved. This can be best accomplished through the strengthening of physical and health education programs in terms of time, space, and purposeful teaching devoted to them rather than through a drastic alteration of content.

It is reasonable for the colleges to add to their physical and health education programs the instruction and activities designed to meet special objectives which are important of attainment in the national war effort. It is the purpose of this report to include in its suggestions for the physical and health education programs in liberal arts colleges recommendations for meeting these special wartime needs.

The preamble to this report sets forth the basis for physical education in a democracy in both peace and wartimes. For war preparation, however, certain specific activities are included in the recommendations for physical education and health instruction which have meaning only in wartime. The reader must note this important fact.

Physical Examination and Rehabilitation

A college program designed to help men to be better prepared for their entrance into military service must take into account the physical status of these men. In truth no part of the college program can proceed with greatest effectiveness unless knowledge of the individual student's physical status is obtained at the beginning of his college career. Not only must the physical education people lean heavily on this information for the planning of their program, but all other departmental personnel will be able to plan the student's program more effectively with him if this information is available to them.

For the college to raise the level of fitness of college men for military service it is necessary to do more than find out about their physical status. It is necessary to change for the better any conditions which may be causes for rejection from military service or factors likely to lessen their efficiency as members of the armed forces. What is the responsibility of the college in this matter?

The figures on causes of rejection of men from military service point to the large number who were refused because of physical or mental defects, a large number of which were correctible and certainly preventable at some time in the individual's life. One well may ask whether or not the college is responsible for the defectiveness of its students? The answer is simply, "No."

There is nothing in the curriculum of the college which states that the student must be free from physical defects at the time of his graduation nor at any time during his career as an undergraduate. The college does not require the student with a hernia to have it corrected. The college does not insist that the student with carious teeth have them repaired, nor does it see to it that the young man with defective vision obtains means for overcoming the deficiency. There are some physical bases for refusing students admittance to college but these keep out a very small number. Students with active tuberculosis, or with extremely serious heart defects, or with a highly contagious disease generally are not admitted to the college. The physical conditions which serve as a basis for refusing a boy admittance to college are low in the order of those reasons for rejecting men from military service. Students have at entrance to college many of the physical defects which later are causes for their rejection from the Army or Navy. It is true that some defectiveness is acquired by men during their college years. They may be injured in sports or in other ways, such as in automobile accidents. They are subject to the attack of serious infectious diseases. They may become mentally unstable. They may neglect the care of their teeth or they may abuse their eyes. On the other hand some students have their defects remedied or corrected while they are in college.

The point to be made is that many students have certain defects at the time of their entrance to college and others acquire defects during college but, unless the condition affects the student's ability to do college work to the point that he may be forced to withdraw from college, or his condition is a menace to other students, there is no regular effort made to see that his defects are corrected or remedied. The colleges have not insisted upon the student's rehabilitation in this matter of defectiveness.

The colleges need accept only a small part of the blame for this circumstance. College requirements for their degrees do not include the presentation by the student of a record of corrected or remedied defects. Society has given no mandate to the colleges to proceed to the rehabilitation of students with physical defects. As a matter of fact, society has opposed such acts by colleges as infringements upon the rights of private institutions and practitioners.

If one considers the traditional attitude of college administrations regarding the nature of the educational experience and the attitude of the public at large regarding the responsibility of the college for the correction of defects, one can understand why more has not been done to lower the rate of defectiveness among college men.

A new and unusual situation confronts the colleges now. Colleges are being asked to modify their efforts where they can to meet in a better fashion the needs of a nation at war. Certainly the overcoming wherever possible of the physical defectiveness of the individual is a goal worthy of attainment now.

The nature of the program by which this goal may be reached is common knowledge among professional health and physical education people. For at least 70 years some colleges and universities have been conducting, in some part, this program.

To bring about a lowering of the number of persons having remediable defects, the college needs to conduct a thorough physical examination for each student at the time of his entrance to the college. This examination should take into account the standards set by the Army, Navy, Air Forces, and Marine Corps for admission to their services.

In conjunction with the physical examination the college should institute a program of referring those students with remediable defects to some rehabilitation agency. The referral procedure should be airtight. The follow-up on each case should continue until the defect has been corrected or remedied. The college must accept the responsibility for enforcing the rehabilitation program.

The colleges have established the precedent of giving physical examinations to the entering students. This practice is carried on with the sanction of the medical profession. To meet the present demand the colleges, in some instances, may have to raise the quality of their examinations. They may have to enlarge the examination to meet the standards of the medical examination for the various branches of military service. These changes the colleges can make now.

The success of the rehabilitation program lies, however, in the strictness with which it is enforced. This task belongs to the college. How can the responsibility be met? There are several ways.

The college can make the remedying of defects a requirement for continuance of the student in good standing. The college may insist that students with remediable defects have them corrected by a certain date if they wish to remain in college. In taking this position the college is expanding the meaning of a higher education to include fuller preparation of the individual for service to his community as well as to himself.

If a requirement of this type is made the problem of who shall provide for the correction must be met. The usual answer will be that the student must provide for the correction himself. If the student does this he may have to be assisted financially to pay for a part or for all of the rehabilitation service. Rehabilitation through this means may be difficult to enforce for a time and may work a temporary hardship on some colleges. Rehabilitation can be done in this way, however, and effective college administration can make this program function successfully.

The rehabilitation work may be carried on by the college itself. Under this plan hospital facilities will have to be provided; physicians, surgeons, dentists, ophthalmologists, orthopedists, nurses, and other personnel will have to be employed. Needed equipment will have to be purchased. Everything will be done to carry on fully the rehabilitation work that is necessary to bring the college student up to the standards of fitness required by the Army examiners. Under this program the full responsibility falls on the college.

The suggestions which have been made here may appear to require drastic changes in the approaches which colleges have made to this problem. It must be stated emphatically, however, that the rehabilitation of college students who have remediable defects will be done no better now than formerly if the referral and follow-up program is not conducted with some force and with the view to seeing that the recommendations which are made by examiners are carried out. The issue must be faced squarely by college administrators and by noncollege groups.

ADJUSTMENT OF THE COLLEGE CURRICULUM TO WARTIME CONDITIONS AND NEEDS

REPORT NO. 17.--PHYSICAL EDUCATION FOR MEN PART II. VALUES OF PHYSICAL EDUCATION AND THEIR ATTAINMENT

Strength and Condition Through Physical Education

Today our young college men are volunteering and being inducted into the military services. The kind of test to which these men are subjected calls for mental alertness, agility, competitive spirit, strength, toughness of a superior quality. The college's duty, then, is to prepare its students through vigorous sports so that they will be able to endure fatigue, be strong and tough in competition, agile and skillful in combative games, and mentally alert to the purpose behind this training. To accomplish this, our efforts must be concentrated on the most vigorous and intensive program ever witnessed. This program can best be realized through some alteration in content, improvement in teaching practices, and an increase in the time allotted to physical education.

In light of the aforementioned purposes several suggestions are made concerning the physical activity program which will contribute to physical fitness.

A. Sports considered. It is recommended that the content of the service program, exclusive of the individual physical education program, include those vigorous sports which contribute to the immediate needs of the college students, to wit: Swimming, lifesaving, soccer, speedball, cross country hikes, handball, basketball, boxing, wrestling, track, tumbling, and self-testing activities. Participation in these sports should be emphasized for every able student.

B. Conditioning activities. In order to increase rapidly strength and flexibility in all muscle groups of the body, certain specific conditioning exercises are offered. Other than boxing, wrestling and tumbling, sports often do not stress the development of the abdominal muscles or the muscles of the back, shoulders, chest and neck. What are the values in developing these muscle groups? There are many vital and practical reasons. Tone of the abdominal muscles aids in decreasing the "black out" time when pulling out of a dive; also it aids in lifting, vaulting, leaping, and climbing; strength and endurance of the back, shoulder, and chest muscles increases one's ability to crawl, fall, climb, vault, lift, and strike; and the strength of the neck muscles aids in resisting the onset of fatigue and strain when standing guard duty and when pulling out of a dive in an airplane. Therefore, in view of the attempt to develop a rugged total body endurance the following conditioning activities are suggested as supplementary to the vigorous sports program.

1. Sit-ups: (a) Starting position—back on floor, hands at sides; (b) sit up; (c) reach forward; (d) knees straight; (e) touch toes; (f) back on floor.

2. Leg lifter: (a) Starting position—back on floor, hands under buttocks; (b) feet upward; (c) feet down.

3. The combination of (1) and (2): (a) Starting position—back on floor, hands under buttocks; (b) feet upward; (c) feet down; (d) sit up; (e) back on floor.

4. Splitter: (a) Starting position—back on floor, hands under buttocks; (b) feet upward; (c) feet apart; (d) feet together; (e) feet down.

5. Scissors: (a) Starting position—back on floor, hands under buttocks; (b) left foot upward, right foot one inch off floor; (c) right foot upward, left foot one inch off floor.

6. Bicycle: (a) Starting position—back on floor, hands under buttocks; (b) feet upward; (c) bicycle riding motion with feet.

7. Hot stove: (a) Starting position—sit on floor, hands back of buttocks; (b) low back support; (c) back support; (d) low back support; (e) sit on floor.

8. Bridging: (a) Starting position—back on floor, knees up, hands palms down on floor above shoulders; (b) arch back; (c) down.

9. Bull neck: (a) Starting position—back on floor, knees up, hands on chest; (b) arch back; (c) down.

10. Neck stand: (a) Starting position—back on floor, hands under buttocks; (b) feet upward, hips upward, hands supporting hips, toes pointing skyward, neck supporting body; (c) down.

11. Push ups: (a) Starting position—front leaning rest; (b) arms bent; (c) arms stretch.

12. Side wheeler: (a) Starting position—front leaning rest; (b) side leaning rest—left; (c) front leaning rest; (d) side leaning rest; (e) front leaning rest.

13. Out and back: (a) Starting position—squat position; (b) front leaning; (c) squat position.

14. Seal slap: (a) Starting position—front leaning rest; (b) sway hips up and push from the floor with hands and feet; clap hands; (c) front leaning rest.

15. Water spider: (a) Starting position—front leaning rest; (b) spread hands and feet; (c) hop in place; (d) front leaning rest.

16. Pull ups: (a) Starting position—No. 1 man on back, arms extended upward; No. 2 man straddling No. 1's head and grasping his hands; (b) No. 1 arms bend (pull up); (c) down.

17. Pull over forward: (a) Starting position—No. 1 bend forward, downward and extend hands between legs; No. 2 straddle No. 1's neck, bend forward, reach over No. 1's buttocks and grasp his hands; (b) No. 2 pulls No. 1 over.

18. Lift to feet: (a) Starting position—No. 1 back on floor, feet up, hands palm down on floor above shoulders. No. 2 facing heels of No. 1 grasps his ankles; (b) No. 2 jerks his feet up; No. 1 pushes on floor.

19. Hamstring stretcher: (a) Starting position—feet astride, knees straight; (b) bend forward, touch with hands; (c) upward stretch.

20. Swan: (a) Starting position—prone position, arms sideways; (b) arch; (c) down.

In presenting the above activities the purpose and intent of each should be explained.

For additional conditioning activities the reader is referred to the book, Calisthenics, by S. C. Staley (A. S. Barnes and Co.).

C. Related War Activities.—In addition to the above-named games, sports and exercises, there are certain physical activities which are more closely related to the military life of the men. Since in war maneuvers many of the activities engaged in by the men in service involve crawling, leaping, vaulting, climbing, falling, lifting, throwing, striking, and swimming, the efficiency with which college students learn to do these activities should help tremendously when later they enter military training.

The endurance, aggressiveness, agility and skill displayed by students in each phase of the "related war activities" may serve not only as a motivator but also as an indicator of their feeling for an "all out effort." with these aims in view the following "related war activities" are recommended.

1. Fence vault: (a) Flank vault standing; (b) flank vault running; (c) front vault standing; (d) front vault running.

2. Climbing: (a) Rope climb; (b) pole climb; (c) horizontal travel; (d) tree climbing; (e) wall scaling.

3. Rope vaulting: (a) For distance; (b) over obstacle.

4. Pole vaulting: (a) Distance; (b) distance and over obstacle.

5. Balance and agility: (a) Walk fence railing; (b) walk logs; (c) walk beams.

6. Running on all fours: (a) Level ground; (b) up hill; (c) down hill.

7. Falling to the ground: (a) Prone; (b) supine; (c) falling and rolling.

8. Running up steps: (a) Steps to gymnasium; (b) steps of stadium; (c) steps of ladder.

9. Obstacle races: (a) Involving many or all of the above listed activities.

D. Games, Recreational Skills.—Another area in which physical activities may make a contribution to the strength, condition, and general preparation for military service of the college man is that of games and recreational skills.

"How the soldier, sailor, or marine conducts himself during his free periods—late afternoons, evening, and week ends—is a vital factor of general morale. . . What he does depends upon his social and intellectual interests. These are developed by the individual college.¹

¹Woellner, Robert C., "Pre-Induction Training Needs on the College Level for Enlisted Men in the Armed Forces." Bulletin No. 23, Higher Education and National Defense, American Council on Education.

Recreational skills that will be used by the man in service generally will have to be learned by him prior to his induction. The military camps and bases have recreational facilities of varying extent and probably will expand these as rapidly as can be done. Games, such as volley ball, tennikoit, paddle tennis, handball, badminton, and individual activities, such as swimming, diving, and fencing, may be taught to students in college so that they may be able to enter wholeheartedly into active recreational events in their military camps. Other games of a more vigorous nature, such as soccer, basketball, touch football, also may serve as recreations for many of the men.

Colleges wherein the teaching of some of the less vigorous sports and activities has been discontinued in favor of the development of physical strength may have overlooked the responsibilities which the colleges have for teaching these very important recreational skills to the college men.

It is recognized that men in military service enjoy recreations other than those of an active sport type. This report is concerned with the physical activity program.

A great deal is made of the need for physical activity among the men in the armed services. Those men who know how to play some game or sport with enough skill to like to play the game frequently when the facilities and time are available are the ones who will keep on participating in some type of physical activity.

All military services are interested in the factor of leadership as well as the ability to obey commands and orders. From the standpoint of the military training programs as well as from the viewpoint of the actual combat situations it is important to have men who are leaders in the real sense of the word. It is necessary to have men who command and men who obey commands promptly and efficiently. It is of equal necessity to the molding of large numbers of men into a vital, irresistible combat unit that there be among them leaders who by their very manner and behavior draw to themselves the wholehearted, hard-headed support of the men in their command.

Every part of the educational program which can contribute to the developing of these leadership qualities should give especial attention to the task. Physical education can do its share through providing situations requiring leaders, and through helping each man to learn to be a leader to the extent possible for him.

Vigorous games of a highly competitive type provide innumerable opportunities for young men to develop leadership qualities. In the organization of a team, the planning of strategy, the disciplining of team mates, the urging on of one's own men when the going is rough—in fact, in the whole situation of participating with others in a common enterprise the opportunities for learning real leadership qualities exist in unparalleled numbers.

The teachers of physical education in the college can utilize these games and sports situations for developing leadership among the students. The opportunities are there and only the most unimaginative persons will fail to see their potentialities for developing leaders and men of high morale.

Other Related Values

Muscular strength is not the only outcome of a physical education. Seek them or not, believe in their existence or not, experiences in motor activities are personally developmental in a social or cultural sense. Common experience from childhood through life indicates clearly the tremendously important bearing that play has upon individual development. Lessons

are learned, impacts are made, and lives are altered through the kind and quality of experience one has through motor activities. The greatest problem confronting the profession of physical education in the twentieth century has been the problem of controlling these experiences so as to produce anticipated outcomes, of controlling the quality of them, so as to refine the outcomes other than strength to the point where the academician can see them.

It is perfectly true that things other than motor skills can be taught through physical education. In wartime, as in peace, the teaching of these things offers an oft overlooked but nevertheless high opportunity for the teacher of physical education. By and through class management, personal conferences, readings, class discussions, and personal suggestions the teacher can seek values related to skill. He need not always be concerned solely with a wrist-snap or a follow-through but he can, and he should, seek actively and consciously some of these other outcomes.

Social behaviors and controls.—Sports are merely tools to be used in the process of development. Good or bad, socially useful or socially unacceptable qualities can be produced from football, or tennis, or any activity. Activities are neutral until the teacher or the team or the gang declares how the tool shall be used. Virtues do not grow automatically from sport participation. The team may endorse lying, cheating, and thuggery, or it may endorse the opposite. It depends upon leadership—the leadership of an adult or of tradition—the leadership which intentionally and directly transmits a culture of courage, loyalty, or bravery; or of fine manners, sportsmanship, honesty, and courtesy. Courage in football or dogged persistence in basketball must be sought; the courtesies of tennis or golf must be taught and their transfer from football to war, from golf to business, from baseball to international affairs again depends, after the intelligence of the learner has been taken into account, upon the vigor with which the teacher will make the analogies, comment on the behavior, and make clear what conduct is expected in any and all situations. The teacher of physical education must recapitulate the culture, must work at it, as hard and as diligently as he works at a spinner play or at a dribble.

An understanding of the democratic way.—Can a contribution be made to the preservation of the democratic way of life through a physical education? Where do we gain our early understanding of democracy? If the inter-play of personality constantly found on the playing field can be properly directed, the field, the court, the pool, the out-of-doors can be most significant as laboratories of the democratic process. Conversely, men can be taught to hate each other, to hold others in disrespect, to take advantage, to "get" the "other guy," to nurse racial prejudices, to seek advantage, all through sport. In war, some of these latter qualities are necessary. American men cannot fight the enemy with kid gloves on. Because we must win this war we may have to forsake some of our notions of clean combat. Activities can be chosen and taught in physical education in such a way as to produce these fighting skills. But if the essence of the democratic way is to be measured by the quality of our respect for the other personality then let no physical education department in America shirk its duty now to teach constantly and persistently those personal relationships which contribute to rather than detract from the democratic way.

Growth in confidence, self-respect, and self-esteem.—These are not to be discounted at any time. Success in games contributes to this growth. The dud who learns, the average player who "gets a kick" out of doing well, experiences a success that is salutary in its effect upon his confidence. It is difficult to see these qualities develop from the kind of physical education which drills hundreds of men in routines which have no deep meaning or carry little sense of purposeful achievement. Men need an opportunity to create for themselves, to measure results, to acquire a self-sufficiency attainable only through practice in self-direction. These values can also be sought in physical education.

Significance of associated learnings.—Many of them occur through physical education. They can be sought for, strengthened, and evaluated and thus improve the total contribution which a physical education makes to an individual. Learning about such diverse things as the care of the skin, diet, how to care for injuries, how to get a sound physical condition, to care for the feet on a march, muscular efficiency in carrying or lifting, are all possible through a properly organized physical education. Likewise there can be taught the strategy of combat, the history of a game, the impact of football upon American life, the architecture of stadiums, how to make your own tennis court, design in skiing, the velocity of winds — these and hundreds of others occur when one analyzes the mechanics of sport, the social appreciations of it, and its history and contemporary status. Is it asking too much for physical education departments to do some organized teaching in these respects? The opportunity for enrichment is here. American colleges must meet the need.

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