

COMMUNITY RECREATION

April 10 - Virginia Reel (Thompson, McKinney, Reed, Neal, Hadden)

April 13 - May Pole Dance (Miller, Schaake)

April 15 - Social Mixers (Watson, Neidermeyer)

22 ~~20~~  
April 17 - Elementary School Games (Childs, Walter, Ferrell,  
Howe, Cat's, Lewis)

April 20 - Indoor Baseball (Raugh, Black, Hall, Atwell)

April 22 - Baseball (Kresie)

April 24 - Goal-Hi (Rader, Veatch)

April 27 - Community Singing (Farrell)

April 29 - Table Tennis (Kellogg, Perkins, Bowen)

May 1 - Tennis (Hartman, Sheridan, Smith)

Fly Casting (Tom Thompson)



THE UNIVERSITY OF KANSAS  
LAWRENCE

OFFICE OF  
THE REGISTRAR

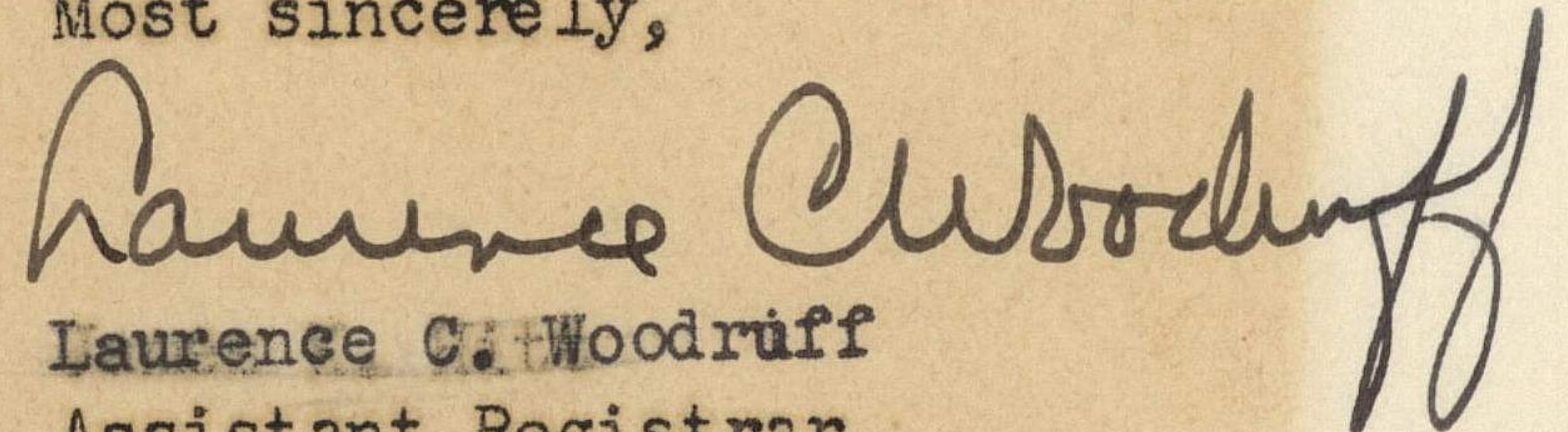
April 28, 1942

TO THE INSTRUCTOR:

Mr. Clifford L. Nordstrom has left the University, presumably to enter the Service. If this is the case, he is entitled, by action of the Deans on December 16, 1941, to partial credit in all courses in which he was passing at the time he left the University.

Will you kindly indicate on the enclosed card his grade in 85 Kinesiology on April 22, 1942, sign the card and return it immediately to the Registrar's Office.

Most sincerely,

  
Laurence C. Woodruff  
Assistant Registrar

B



THE UNIVERSITY OF KANSAS  
LAWRENCE

OFFICE OF  
THE REGISTRAR

April 28, 1942

TO THE INSTRUCTOR:

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Will you kindly indicate on the enclosed card his grade in 37 First Aid on April 22, 1942, sign the card and return it immediately to the Registrar's Office.

Most sincerely,

*Laurence C. Woodruff*  
Laurence C. Woodruff  
Assistant Registrar

B



THE UNIVERSITY OF KANSAS  
LAWRENCE

OFFICE OF  
THE REGISTRAR

April 6, 1942

TO THE INSTRUCTOR:

*Mr. Walter Fred Jones, Jr.* has left the University, presumably to enter the Service. If this is the case, he is entitled, by action of the Deans on December 16, 1941, to partial credit in all courses in which he was passing at the time he left the University.

Will you kindly indicate on the enclosed card his grade in 100. Prin. of Community Recreation on April 1<sup>st</sup> 1942, sign the card and return it immediately to the Registrar's Office.

(B)

Most sincerely,

*Laurence C. Woodruff*  
Laurence C. Woodruff  
Assistant Registrar



ARMING OUR HOME FRONT

# Red Cross Nurse's Aide Job Yours—If You've Got What it Takes!

Volunteers Can Enter War Service;  
Requirements High; Work a Challenge,

By Mrs. Gudrun Alcock  
Woman's Editor.

*and they're  
not fooling!*

Surrounded by friends, showered with flowers, a group of 10 girls boarded the train on which I was leaving Washington recently. Through the flippancy of gay farewells, there was a certain bravado—you sensed that this was to be goodbye for a long time.

Every girl was pretty, extremely so. It was a prettiness that was more than surface, it was in the way their heads were held high, in the way their eyes seemed to look readily to far horizons.



MRS. ALCOCK.

That evening as we were all in the dressing room we talked as the train swayed along. The light chatter and feminine details of putting cream on our faces were sobered by the identification tags I saw around each girl's slim neck.

These young women were United States Navy nurses.

Over a year ago they had applied and now, after undergoing specialized training and passing rigid tests, they were on their way. They were proud of their new duties, and well prepared for their job.

This article has been withheld until I was free to tell the destination marked on their luggage—for it read, dramatic in its simplicity—"Pearl Harbor."

Who will replace these girls' places in our hospitals? They're gone, we don't know for how long. All the hospitals are now forming units of doctors and nurses who will be ready to go whenever ordered. There are not enough student nurses to fill the gaps. The answer

## 'V'

### VERSE

*Some soldier or sailor  
Should be on his way  
To have Easter dinner  
At your house today.*

He will lose almost all fingers on both hands, but you laugh with him when he jokes that he's glad it wasn't his feet.

#### Numberless Tasks.

You stop to see if the man whose ear was cut off is comfortable. You agree with him that he should not have become interested in another man's wife. You check to see if John, whose girl stabbed him three times, needs anything. You give baths and wash faces. You assist the nurse in dressing a wound. You are on your feet constantly, alert to render the many little services which make the tedious time in bed pass more quickly and comfortably.

You do this all day for two days every week. You supply your own uniforms and there is no rest



# Women Give Tomorrow

## Red Cross Events on Programs

Red Cross, current events and books are the subjects on the calendar of the National Council of Jewish Women in the Chicago Section next week. Tuesday morning the members will assemble for the morning nutrition class and at 1 p. m. for home nursing at 185 North Wabash avenue. On Friday afternoon Mrs. Felix Levy will talk on "Jewish Current Events" and Mrs. Aaron Kanter will review books.

Hadassah will have a series of Pesach teas in all of its districts throughout the city Tuesday, with speakers appearing on each program. The Albany Park District will meet in the Eugene Field house, the Northwest at Logan Square Temple, the North Side in the home of Mrs. Harry M. Fisher, 3740 Lake Shore drive, and the South Side at Mrs. Philip Gold-

dew. Before the noon recess the meeting will hear reports from Mrs. A. R. Tew, Mrs. George H. Greenfield, Mrs. William E. Crowe, Mrs. Warren H. Lutton, Mrs. Roy E. Gaut, Mrs. Paul Bodeman and Mrs. W. F. Durnal. The latter will report on the election of a president and other officers.

Arts will provide the afternoon program arranged by Mrs. Terrence C. Craig. Mrs. John E. Baillie will give an original tribute to the flag, the Windsor Park Woman's Club will sing spring songs and Miss Dorothy Deere will be introduced by Mrs. Herbert A. Helstrom, motion picture chairman. Awards in the inter-club art contest and the school children's art contest will be announced by Mrs. Edward Krause and the new officers introduced.

Mrs. J. F. Johnson, president of the Sixth District, will gavel for order at the opening of the annual meeting at 10 a. m. Thursday in the First Baptist Church of Oak Park, where the North Oak Park Woman's Club will be hostess to the district.

After the chairmen have reported the year's work and the election has taken place at noon, a movie on "The Evolution of the Oil Industry" will be shown and the chorus of 60 voices from the Spaulding-Sabin High School branch will sing. They will be accompanied by June Warden and directed by Mildred Chinlund.

The garden department of the district was awarded \$50 at the recent National Garden Show for the greatest number of entries. Mrs. Frederick W. Wilmot, the Austin Woman's Club, Mrs. William Firnhaber and Mrs. A. H. Strong also received awards.

### Seventh District Meeting.

The spring meeting of the Seventh District set for Wednesday in the Arlington Heights Presbyterian Church will be opened by Mrs. Burton A. Noyes, president. The Rev. Herman McCoy and the Camp Fire Girls of the Chanyata Group will take part in the opening ceremonies. After Mrs. Daniel Crumlish extends the welcome for the Arlington Heights Club, Mrs. Frank Maresh will report on the elections and Mrs. George A. Harrison, assisted by Mrs. Lloyd W. Miles and Mrs. Harry Hansen, will conduct the round table on "The Soldier Goes to Camp."



# Health Bulletin *for* Teachers

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## *Factors of Safety in Body Structure and Function*

“**F**ACTOR of safety” is a term used by engineers to designate the margin of safety required in building engines, bridges, houses, and other structures. It is not enough to make a structure strong enough to bear expected maximum loads. It must be capable of withstanding stresses several times the size of such loads. In a paper read before the Harvey Society of New York in December 1906, Dr. S. J. Meltzer first drew attention to the fact that the human body is provided with factors of safety on a lavish scale. Since then several other physiologists have developed this theme.

The remarkable thing about many of our factors of safety is that they are so seldom called upon. Barcroft cites as an example of a factor of safety always available, but never used by the great majority of mankind, the duplication of mechanism associated with the initiation of the heart beat. The electrical impulses which set off each contraction of the heart originate in a little node of nerverlike material located in the wall of the right auricle. The impulses are conducted from the auricle to the ventricle by a bridge of nerve and muscle fibers called the bundle of His. However, if this bundle ceases to conduct in its upper portion, a new rhythm arises lower down and causes the ventricles to beat but with a slower rhythm than before. Thus “if the normal machinery is wrecked, the heart does not on that account cease to beat, as the beat is initiated elsewhere.” And then Barcroft goes on to ask: “Is it a happy accident? Are we to suppose that all of us carry an accident so happy in our hearts, that it will save the lives of a few persons whilst functionally it never enters the economy of more than a negligible proportion of the race? Are there such accidents?”

Barcroft himself believes, and many other scientists agree with him, that duplication is so frequent that it can scarcely be accidental. It is a definite feature in the architecture of the body, “the more impressive because it is achieved in such different ways . . .” So many ways indeed that Barcroft concludes wistfully, “It is always surprising to me that there is only one heart!”\*

*Factors of Safety in the Circulatory System.* We have only one heart, it is true, but that single heart has a superabundance of volume and force. At any moment it is able to beat twice as fast as it ordinarily does, and put forth twice the usual amount of blood at each beat against an

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\*JOSEPH BARCROFT. *Features in the Architecture of Physiological Function.* Cambridge, at the University Press. 1934. Chapter XIV.



arterial pressure which may be increased 30 or 40 percent. Moreover, in cases of persistent high blood pressure it can enlarge in order to handle the extra work involved.

The wonderful mechanism by which the blood vessels can be dilated in any part of the body that needs more blood, and constricted in any part that can spare some of its blood, is controlled by the vasomotor apparatus. This mechanism is of vital concern to the safety of the organism, and is guarded by a whole series of safety devices.

The control center of the vasomotor apparatus is in the medulla oblongata, the region of the brain just above the spinal cord. If that center is injured or destroyed, near-by subsidiary centers take charge. If they, too, drop out, ganglia of the sympathetic nervous system assume control. Finally, as a last resort when all central control has been put out of commission, the walls of the blood vessels themselves attend to the proper adaptation of the capacity of the vessels to the blood within them.

*Factors of Safety in the Elimination of Kidney Wastes.* The work of the kidneys is another vital body function. And here, as a margin of safety, we do have two organs, whereas one could perfectly well do the work required. Every medical man knows that one kidney can be removed if the other one is uninjured, and the amount and composition of the urinary secretion remains practically unaltered. Indeed, two thirds of the kidney substance can be put out of commission before there is serious impairment of kidney function. It has been pointed out that under ordinary circumstances large numbers of the million nephrons (functional units) in each kidney are not working. This luxurious surplus makes it possible for some of us to go on for many years after degenerative changes have begun to rob the kidneys gradually of nephrons here and there, without having our pleasure in life destroyed or our activities hampered.

*The Margin of Safety in the Respiratory System.* We have two lungs but we can get along fairly well with one. This is proved by the fact that a tuberculous lung may be completely immobilized by artificial pneumothorax in order to give it a chance to heal, and the patient suffers little inconvenience. Also, in some cases of pneumonia, the lung on one side may become solid without dangerously interfering with the oxygen supply of the body and the elimination of carbon dioxide.

*Factors of Safety in the Endocrine System.* In other paired organs we find an even greater margin of safety than in the lungs and kidneys. The cortex of the adrenal glands, of which we have two, is absolutely essential to life. Complete removal of both glands results in death in 36 hours. But if the tiniest bit of cortex is left—one tenth, to be exact—the business of the body goes on as usual. Complete absence or extreme deficiency of the thyroid at birth or before puberty results in imbecility (cretinism); complete removal in later life results in myxedema, with its slowing up of bodily and mental functions and other abnormal consequences. Yet in some cases four fifths of the thyroid substance



has been removed without the appearance of untoward symptoms. The four parathyroid glands, each one about the size of a grape seed, which are located on the back surface of the thyroid, are essential in maintaining the normal calcium content of the blood. The loss of all four results in fatal tetanic convulsions, but the loss of only two is not followed by any disturbance at all.

*Margins of Safety in the Nervous System.* What holds true for paired organs also is true for various paired nerves. A pair of nerves called the vagus nerves, or vagi, form the grand trunk line for the outflow of nerve impulses to organs of the chest and abdomen from the cranial division of the autonomic nervous system. If both vagi are cut, the rhythm of respiration is completely changed, the heart beats considerably faster than usual, and digestion is seriously upset. Yet if only one of the vagi is cut everything goes on as usual.

The cerebrum has two hemispheres and might for that reason be called a bilateral or paired organ, but this is not a true designation in the sense that both hemispheres have the same functions. We know that the cerebrum is a collection of many centers, both sensory and motor, the injury of any one of which results in some sensory or motor disturbance in a definite area of the body. Motor centers in the left hemisphere control movements on the right side of the body, and those in the right hemisphere attend to muscular movements on the left. Removal or serious damage to one cerebral hemisphere results in paralysis on the opposite side of the body. This does not hold true, however, for muscles contracting on both sides simultaneously—for example, those used in swallowing and in breathing. In the case of these muscles the motor area of one side can take charge of the muscles of both sides and thus maintain functions that are required for continued existence.

Nerve cells, on the whole, do not regenerate. No new ones are created to take the place of those destroyed as a result of disease or injury or old age, as is the case for most of the other cells in the body. Since this is true, we might assume that the brain has a very small margin of safety. However, we seem to have a superfluity of brain tissue. Surgery for the removal of brain tumor has brought to light the fact that one or both of the two frontal lobes of the cerebrum may be completely removed without interfering with cerebral function. Even though important nerve centers in the brain or spinal cord may be destroyed, it is sometimes possible to educate adjacent centers or to arouse dormant centers to take up the work of the lost ones. For example, when groups of motor nerve cells in the spinal cord have been destroyed by the virus of poliomyelitis, new connections between adjacent centers and the muscles affected may be established.

*Factors of Safety in Unpaired Organs.* In the case of unpaired organs we often find an even greater amount of surplus tissue than in paired organs. The internal secretion, insulin, which is manufactured by clusters of cells embedded in the pancreas, is required for the utilization of sugar by the body. Complete removal of the pancreas in experimental animals results at once in extreme diabetes. Yet if only one fifth of the normal pancreas is left, enough insulin is produced to supply



the animal's body with the quantity it needs. As Cannon points out, the liver is the busiest and most versatile of all body organs. Yet three fourths of the liver can be lost without causing any serious interference with the important functions it performs.

The digestive system also has a wide margin of safety. Most of the stomach can be removed without greatly impairing digestion and nutrition. Some people have lost as many as 10 feet of small intestine without serious results, and a large part of the large intestine can be cleared away with impunity. Another factor of safety in the alimentary canal is the provision of enzymes at various stages along the route which can duplicate one another's work.

Many more instances might be given to prove that our bodies are constructed with a wide margin of safety. Perhaps the best proof is that we ourselves, without being consciously aware of it, conduct our lives on the assumption that our bodies are run according to an economy of abundance rather than an economy of scarcity. Not until we are forced to economize on bodily strength, not until we lose several feet of intestine or a kidney or a lung, do we realize that we have been endowed by Nature with *more than enough* rather than *just enough* to live on.

Here the old adage "willful waste makes woeful want" may be inserted as a warning. Factors of safety are for unlooked-for contingencies. By and large we get along much better if we have all our parts in place and working properly. It is not wise to spend reserves recklessly or to invest them in risky ventures simply because we have them. It is a very comfortable feeling to know they are there in a safe place ready to be drawn on when the need arises. Thus, the fact that our bodies are constructed on an extravagant scale is no reason for sacrificing our reserves to ambition, carelessness, ignorance, preventable infection, or whatever else exacts the tribute that leads toward untimely death.

It is highly encouraging to note that immunization procedures, improved methods of diagnosis, and other measures for controlling disease in childhood are making it possible for many more people to grow up with their margins of safety undepleted. Thus we are coming closer to that hope, so beautifully expressed by Dr. Lee K. Frankel, "of growing old gracefully, in the possession of our mental and physical powers, so that whatever the biologic age, whether the present one or whether through the efforts of science it may be extended, the final breakup will come as came that of the deacon's one-horse shay. A century of unimpaired usefulness and then dissolution, with springs and axles and hubs and tires going to pieces all at once. When we can approximate this happy state, we shall understand what another great American poet meant when he asked us to meet the great finale 'like one who wraps the drapery of his couch about him, and lies down to pleasant dreams.'"

#### REFERENCES

- WALTER B. CANNON. *The Wisdom of the Body*. W. W. Norton & Company, New York. 1939. Chapter XV. *The Harvey Lectures*, 1906-07. J. B. Lippincott Company, Philadelphia, 1908. "The Factors of Safety in Animal Structure and Animal Economy," S. J. MELTZER. Pages 139-169.

SCHOOL HEALTH BUREAU—WELFARE DIVISION  
METROPOLITAN LIFE INSURANCE COMPANY



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Name

M.S.P.  
Topic

Brock, Jeanne  
Buescher, John F.  
Buhler, Geraldine

"Recreation and Mental Therapy"  
"Recreation from a Municipal Standpoint"  
"Camping as a Recreation"- or  
"Leisure Time and Youth"

Burchfield, Mary  
Caldwell, Ken  
Campbell, Delbert  
Davis, Peggy  
Deal, Betty  
Doughty, Wanda Mae  
Fisher, Annabel  
Fruin, Catherina  
Hodges, Warren D.  
Longenecker, Louise  
Kelley, R.  
McCaudless, Grace  
McGill, Virginia  
McNown, Mary Louise  
Oliver, Marjorie  
Reed, Margaret Mary  
Rice, Marilyn

"Recreation and Juvenile Delinquency"  
"Recreation and Juvenile Delinquency"  
"Need for Rural Recreation and Playground"  
"The Summer Camp"  
"The Summer Camp"  
"Camping as a Recreation"  
"Recreation and Juvenile Delinquency"  
"Recreation and Juvenile Delinquency"  
"Recreation and Juvenile Delinquency"  
"Summer Camps"  
"The Church and Recreation"  
"The Need for Rural Recreation and Playgrounds"  
"Playgrounds and Juvenile Delinquency"  
Summer Camps-"Girl Scout Camps"  
"Leisure Time and Youth"  
"Recreation and Juvenile Delinquency"  
1. "Recreation and Mental Therapy"  
2. "Recreation and Juvenile Delinquency"  
(Will decide soon and turn in choice.)  
"Leisure Time and Youth"  
"Recreation for Girls and Women"  
"Recreation and Juvenile Delinquency"  
"Leisure Time and Youth"

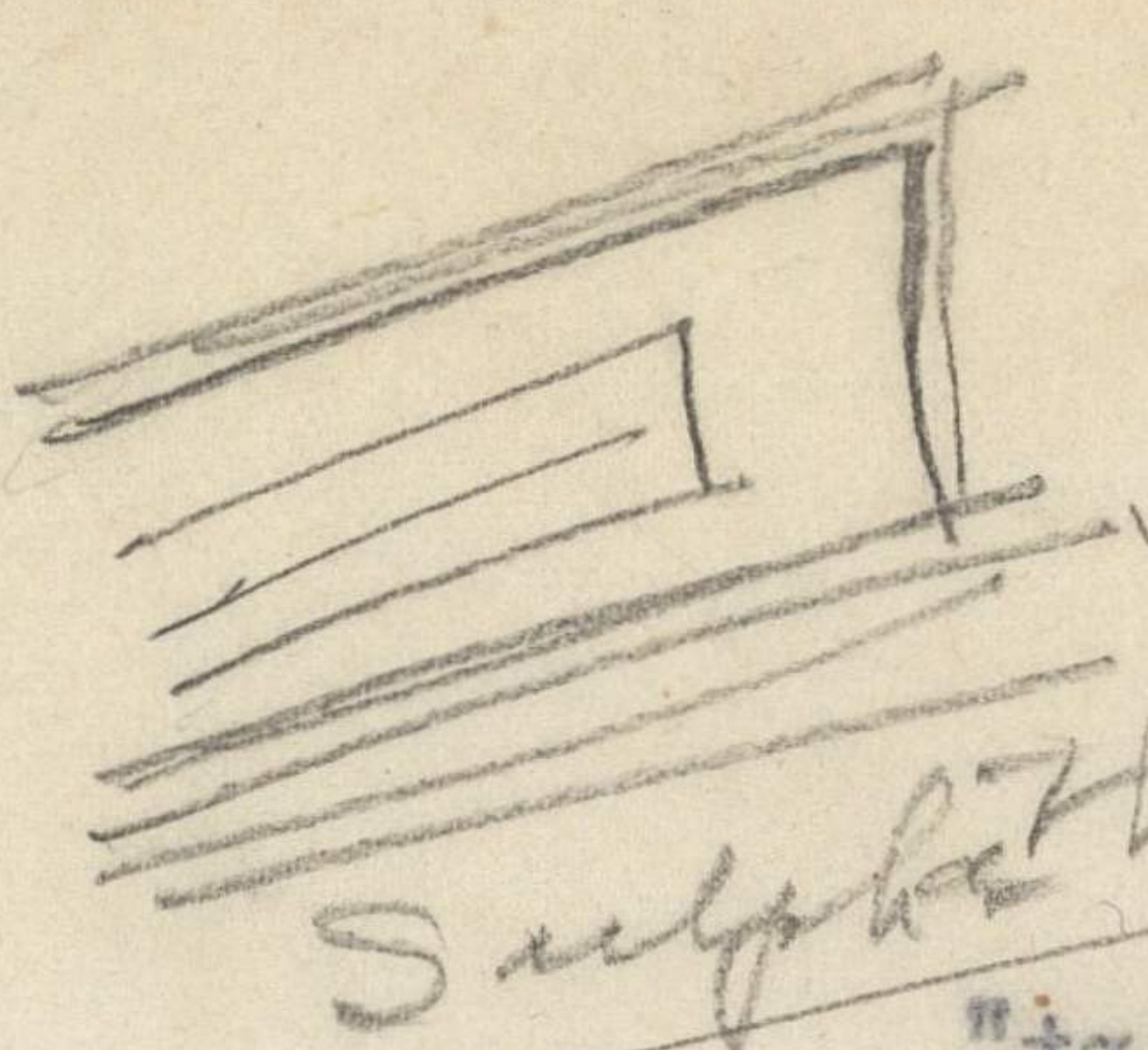
Sherwood, Gene  
Shuss, Althea  
Tiembly, Becky  
Turner, Jesse Paul

George Dick

"Recreation from a Municipal Standpoint"

Bobbed Camps  
Turning out  
10





U.S.P. 7

Supplies

Topic

- "Restoration from a Municipal Standpoint"
- "Restoration and Mental Therapy"
- "Camping as a Recreation" - or
- "Leisure Time and Youth"
- "Restoration and Juvenile Delinquency"
- "Restoration and Juvenile Delinquency"
- "Need for Rural Recreation and Playgrounds"
- "The Summer Camp"
- "The Summer Camp"
- "Camping as a Recreation"
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- "Restoration and Juvenile Delinquency"
- "Summer Camps"
- "The Church and Recreation"
- "The Need for Rural Recreation and Playgrounds"
- "Playgrounds and Juvenile Delinquency"
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- "Leisure Time and Youth"
- "Restoration from a Municipal Standpoint"

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17, 50

- Brook, Jeanne
- Bressner, John F.
- Buhler, Geraldine
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- Caldwell, Ken
- Campbell, Delbert
- Davis, Peggy
- Deal, Betty
- Doughty, Wanda Mae
- Fisher, Anabel
- Fruin, Catherine
- Hodges, Warren D.
- Longenecker, Louise
- Kelley, R.
- McAndreas, Grace
- McGill, Virginia
- McNown, Mary Louise
- Oliver, Marjorie
- Reed, Margaret Mary
- Rice, Marilyn
- Sherwood, Gene
- Shuss, Althea
- Timbly, Becky
- Turner, Jesse Paul
- George Dick

10 "4" - Delbert Campbell  
Facing During War



1) The theory of the successful offense is for the man with the ball to pass to his team mate who is in an unguarded position and then move himself to an unguarded position.

b) The theory of the successful defense is to keep the opponent in a position so that he is unable to score.

2) This is a good theory. Run in curves + pass at angles. When this is done it makes the team mate reach an unguarded position much easier and sooner. You can pass at many angles and this gives <sup>the ball</sup> ~~you~~ a much better chance of reaching a team mate. If you run in a straight line the defense could almost always break up the play or take the ball. If you run in curves you keep the defense guessing + they will keep at a more respectful distance. It is much harder to guard!

3) A legal starting of a dribble is when the ball leaves the dribbler's hand before he moves his pivot foot.

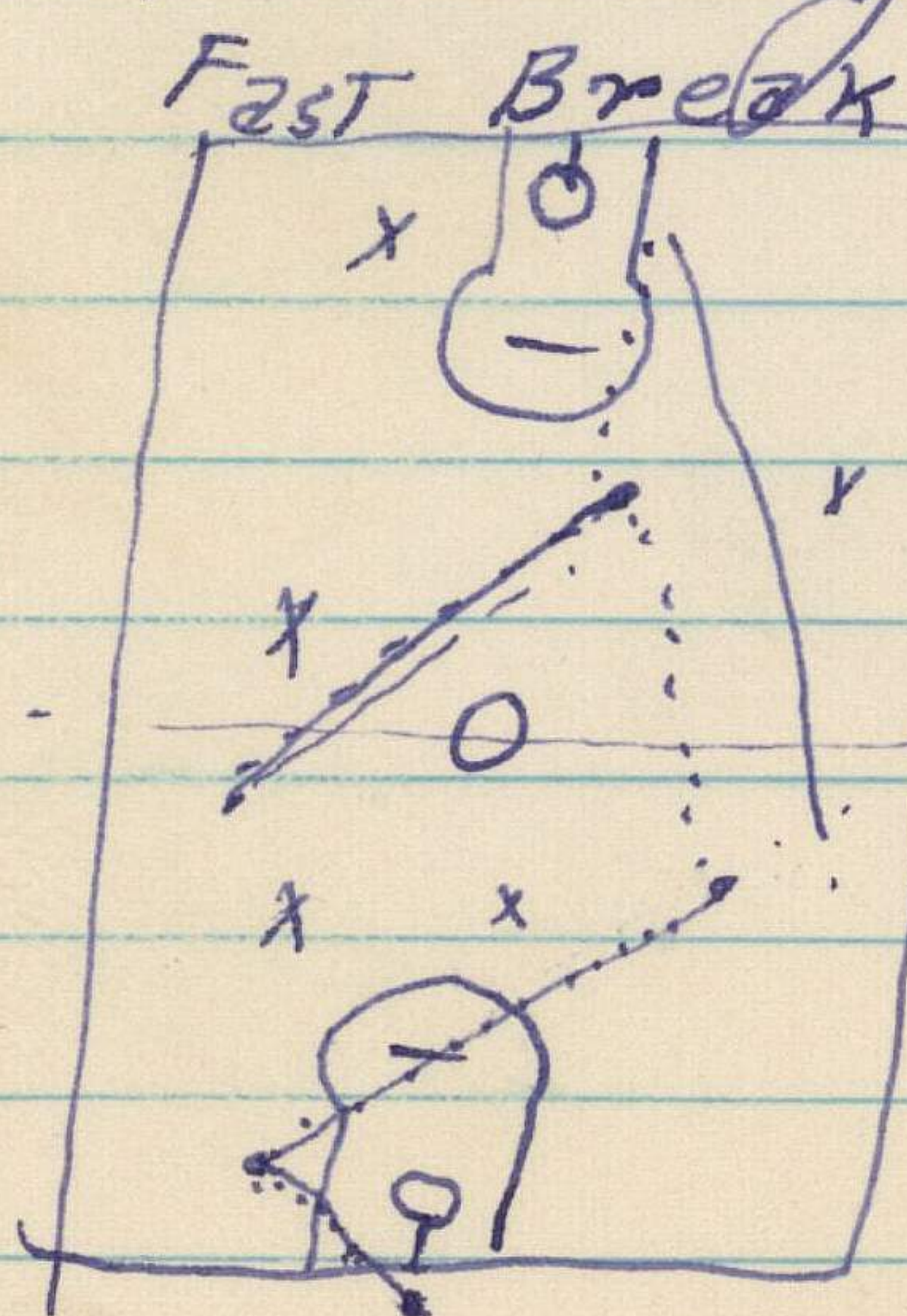
A legal dribble is bouncing the ball down the floor using a hand to bounce it. You can't bounce it + walk down the court.

A double dribble is when a player dribbles stops + holds on to the ball + then attempts to dribble again. This is called double dribble.

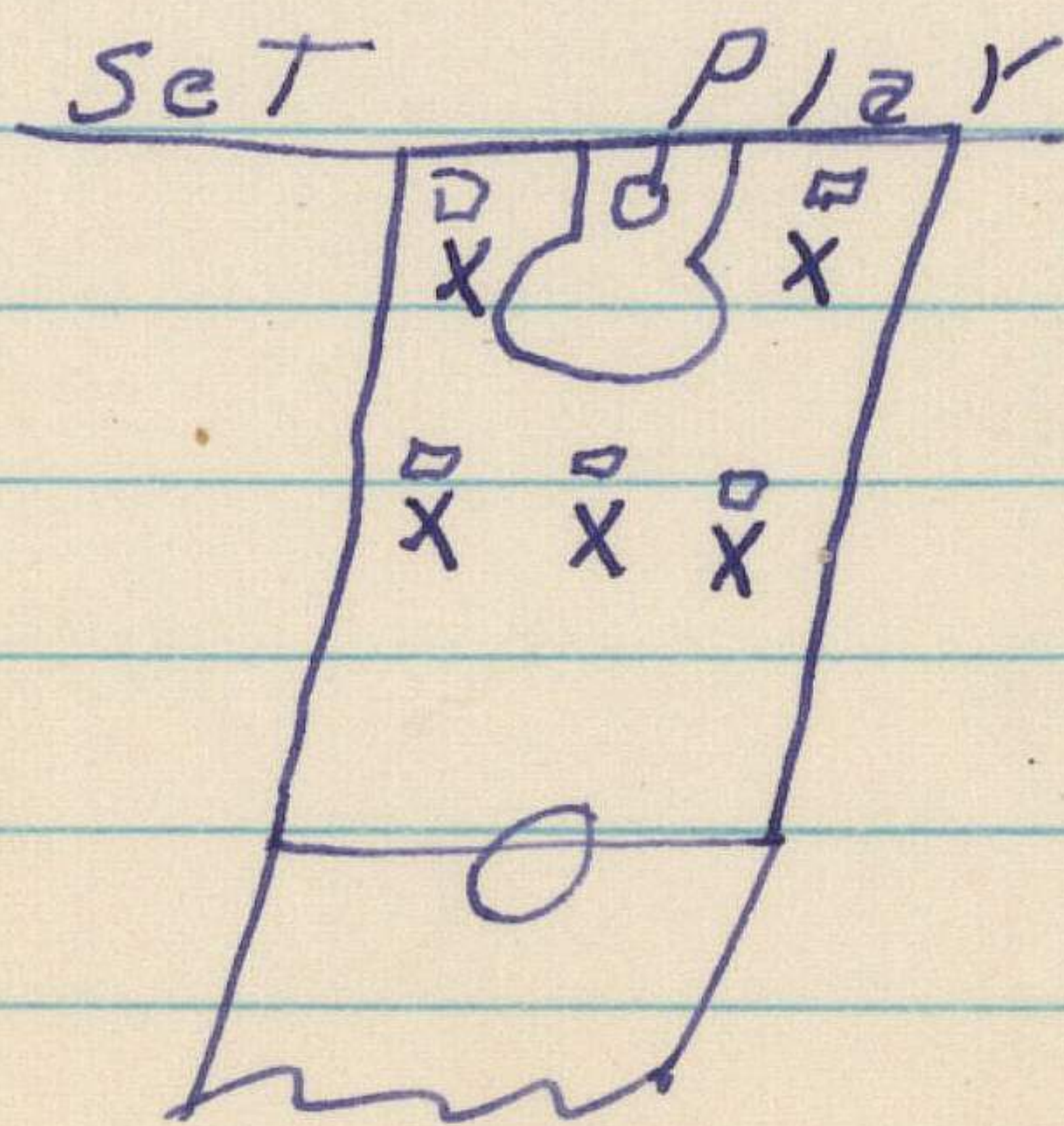


4) The real function of the dribble is to move the ball down the court. The dribble is to basketball what the broken field is to football. If the dribble is used correctly many baskets may be scored by driving in. Many coaches do not like to use the dribble. They say four men are idle while one man is busy.

5) The fast break should be used when you receive the ball in the opponents end of the court. When you are on defense & receive the ball they use the fast break till the opponents have the basket ~~start~~ guarded. After the opponents have the basket guarded then the team should use the set plays. The fast break is used the length of the court most of the time while the ~~defen~~ set plays are usually confined with one end of the court. By this I mean the fast break is usually used after your opponents have scored & are not yet set up for their defense. The set plays are used when the defense is set up. I think both are good & should be used together. I think the set plays turn out better basketball but the ~~offen~~ fast break is more exciting from the spectators viewpoint.



opponents are unable to get on defense. Pass quickly down the court.





6) When a man is on offense he keeps his legs bent so he can move quicker. His eyes should be able to tell him what his team mates are doing. He is ready to catch the ball any time the ball is thrown in his direction. He is always on the alert to break to an open spot. He is in a partial crouch. This enables him to move easier & quicker.

When a man is on defense his legs (feet) are as far apart as possible, but close enough to let him move quickly. One foot is slightly forward from the other. The arms are extended to keep the man with the ball worried & to attempt to stop a pass. The body is slightly crouched as a ~~that~~ boxer. The feet ward in but is much like a boxer. Never crossing the legs. Far enough apart to make you solid but close enough to enable quick movement.

7) The coach must see that all equipment is ready before practice ever starts. He should see that all of the boys are in good physical condition. He must make clear to them the value of training. The coach should have many ideals & bring them across to his players. He should show them the value of the game other than winning a game. He show them the value they will receive in later life from the game. The coach, if possible, should keep all the men out. This often fails because of lack of room, or friction from some of the boys out. The coach should show his players the value of education. He



should ~~say~~ show that the boys who are outstanding athletes are also outstanding scholars.

8.) The team ~~plays~~ to be played, and the conditions surrounding a game are all different. Each coach finds each game is different, each setting is different. Even so there are several things that should be said to the team before the game. The coaches do so in different ways —

First I would tell the boys to relax while I said a few words. I would tell them the surrounding, the setting for the game. I then would tell each player who he was supposed to guard. I would tell them who should be the most closely watched. Who their best guards were & how to out play them. I would point out the ~~and~~ opponents weaknesses & capitalize on them. I then again bring the psychological thing again. If I was the type of coach, the ideal coach, I would be able to ask them to win the game for me. To do this I would have to be a sort of ideal to all of the boys. I would ask them to fight hard but fair.

If during the half we are a few points behind. I would tell them where they are having trouble. I would tell them they can win if they do the right things. If they capitalize on the weaknesses that have shown up in the opponents the first half. I would then tell them to go back & win.



I would show or tell them how much it meant to them, the ~~university~~ school & myself. I would again bring to light the other teams & setting. I would ask them to go back & fight & win the game.

9) I think training is very important. The more strict the training rule, & if all the members keep these rules it means that you have more than an even chance to win an athletic contest. Besides having you men in condition, each man will be giving up something & this will make him feel more vigorous & qualified to play. A team that trains usually has a successful season. If you play a game & talent is equal the team that trains will walk away from the team that doesn't train. I think this is ~~one~~ of the most important items. If all the players train they will feel as if they are giving up a few things. This will make them feel better. It will get the men in condition. Conditions of the team is most important. The better conditions of the ~~team~~ ~~the~~ players the better the team. If the players are in condition they can play the entire game & play good ball the entire game.

I think a player who smokes should first be warned but if he continues to smoke he should be taken off the traveling squad & not allowed to play anymore. If one player smokes the other players will smoke. This will lead to the players getting out of condition.



If one player smokes beside getting out of condition, the other members of the team will object. They will say he smokes + we don't he shouldn't be allowed to play. I think no member should be allowed to break training. If one member does he is not playing fair to his coach, his teammates or his school.

10) Many basketball players get the flu because they are not in condition, after practice they shower + go out in the cold while they are still hot + not yet dry. They are tired after practice.

First I would see that every player had the right food to eat. I would do everything to keep them warm after practice + see that they don't go out in the cold air to soak.

If I had sufficient money I would buy vitamins for the players. I would buy those that build up energy. Those that build up resistance. - Vitamins are a type of food. Vitamins refer to foods that are essential to the body for health.



Walter Jones  
Basketball -  
Final - Make up -



I would say the above is my conception for a recreation program for the summer term of the University. I would have tournaments in all of the sports possible. I would do everything in my power to encourage the faculty & students to compete against each other. I would try to keep all of the sports ~~to~~ going thru the entire session. At the first of the term I think it would be wise to enforce attendance in some of the tournaments. Many students would never come near these things unless enforced to do so. Once they get there I think they would come back often. The program should be well planned. I think it is too bad to get a good player against a poor player the first time. The poor player will never come back again. The more people that get in the program the more fun it will be.



Walter Jones

Community Rec. -

Maise up. -



COMMUNITY RECREATION -- Wednesday, March 18

The Summer Session playground is equipped with the following facilities:

floodlights, stage with piano, shuffleboard courts, archery range, goal-hi standards, croquet, loop tennis, swings, sandbox, monkey mazes, teeter boards, etc.; also facilities for swimming, golf, softball.

What is your conception of a well-balanced recreation program for University faculty and students, and their families, for the summer term?



## 65. BASKETBALL

1. a. Describe the theory of the successful offense.  
b. Describe the theory of the successful defense.
2. Elaborate upon the admonition concerning angles and curves.
3. Describe (a) a legal starting of a dribble; (b) a legal dribble; (c) a double dribble.
4. What is the real function of a dribble?
5. Describe the function of the fast break and the set plays. Which are preferable or superior in winning your games? Diagram the court procedure of each.
6. Describe the proper posture of a first class fighting man both on offense and defense in basketball.
7. Elaborate upon the coach's responsibilities and duties from the time when he takes over, in talking to the candidates for the team until after he plays his first championship game. (P.S. The talk to the team is in next question.)
8. Give a pre-game and a between-halves talk to the team, using both an analytical and an inspirational talk to the boys.
9. State your version as to what you really think regarding the responsibilities of the players in adhering to a strict training program. How important is this item? Do you think players can win championships by allowing a modified training program by permitting players to smoke occasionally as they desire?
10. Why is it so many basketball players get "flu" in the winter? What would you do to prevent it - first, if you had no money to buy vitamins, secondly, what vitamins would you buy if you had sufficient money? What are vitamins? Describe them to the best of your ability and elaborate upon their functions.



## Helen Keller

Today the whole world knows what a triumph Helen Keller has made of her life. Before she was two years old she lost her eyesight and hearing through an illness. For six years it seems Helen thought with her body. During this time she didn't have a spark of emotion. Without warning she knew not where or when, her brain felt an impact of another mind and awoke to the usual concepts of nature.

Slowly she learned the names of the things she could touch, and and to listen with her hands. She learned to read, write, and type-write. In doing this she learned her tactile sense of touch. Helen could touch a flower in the field and distinguish its name or even tell the letters on a blackboard



which had been written with chalk.

One can get the same affect in the manipulating an individual.

A person can develop his tactile sense to where you can feel an inflamed sacro-iliac and can tell in a second if it is tender.

With a good tactile development you can feel a quiver or tightening of the muscles. Also you can find a subluxed rib. A person can develop this sense to a great extent if one will work with it and give it close attention.

In the front of a book written by Helen Keller is the following quotation: "If you enjoy the sun and flowers and music where there is nothing except darkness and silence you have proved the mystic sense." I wonder how many of us could prove



this sense and still enjoy life  
as Helen Keller does.



*Marvin Vandaveen*  
*Life of Helen Keller*



## The life of Helen Keller.

Helen Keller was born a very normal child. In her youngest days she developed very naturally and began to speak and try to walk as any other child would do.

Shortly thereafter, in the heavy months of February she was stricken ill. The doctors called it acute congestion of the stomach and brain, and said she could not live. Suddenly the fever lifted, and there was great rejoicing, but little did anyone realize the little Helen Keller would never speak again or hear again.

After a period of going thru life with neither of the two important senses, Helen acquired a teacher. Her name was Miss Sullivan. After this, and many more mischievous and childish pranks, she went to the North. While there her father died.

Meanwhile her desire to express herself grew and grew. What signs she knew became useless and incompetent.

When she was 6 years old her father took her to an eminent oculist in Baltimore. His name was Dr. Chisholm. He received them very kindly, but could do nothing. However, the doctor told of Alexander Graham Bell, and that he might be able to educate Helen. They went to the Perkins Institution in Boston and got a teacher who was competent.

This teacher was Anne Mansfield Sullivan, who played the greatest part in the education of Helen Keller.

She started with very simple words, naturally, and gradually increased the vocabulary. Needless to say, it was a long slow and tedious process.

After they began to read. At first they had sort of a game. There were cards



printed with raised words on them. She would then pick out the proper words. This accomplished, they took up other subjects until in the end they were studying Botany and Zoology.

In 1888 they took a trip to Boston and traveled extensively in that region. In fact they spent the summer in Cape Cod.

She later entered school at the Perkins Institution and learned Braille. She continued her education and became a writer of renown.

The important thing about the life of Helen Keller is that everything she learned was thru touch. Her fingers were very sensitive and could detect the slightest stimulation.



Richard H. Miller.  
wife of.  
Helden Keller.



## Helen Adams Keller

Helen Adams Keller was born in Alabama, June twenty seventh, 1880. When about two years old she was deprived of both sight and hearing by a severe attack of scarlet fever. This in most cases would mean just existing, but to a woman of the powers of Helen Keller it was just another handicap to overcome. The parents of Helen upon finding their daughter deprived of two of her senses appealed to Alexander Graham Bell. The results of their plea was that Mrs. John A. Macy, of the Perkins Institute of the Blind went to her home to take care of her. In two months she had imparted to her apt pupil the art of language. Of course this education did not start till Helen was seven years of age. Helen Keller learned the deaf and dumb language by touch, learned the braille system which enabled her to read, and to write, using her own special typewriter.

In 1890 she also learned to speak under the direction and instruction of Miss Sarah Fuller. When twelve years old she went to Boston where she resided for several years. In the year 1896 she entered the Cambridge School for Young Ladies for the purpose of preparing for college work. Miss Sullivan went with her to all classes and repeated the lectures and discussions to her by the means of touch.

In 1900 she entered Radcliffe and graduated with high honors in 1904. The work of her college course was done with aid of Miss Sullivan as in preparatory school. All of her textbooks were necessarily printed in Braille, and she wrote her examinations on her special typewriter. Instead of entering in the class discussions which would have been impossible for her, she had special sessions with her instructor in which she could show her know-



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Bill Atwell

Sept. 28, 1942

Theory and Practice of  
Athletic Training



ledge or ask any questions that she might desire. In addition to carrying a full college course she took part in the social activities of the school. Helen was always very well liked by her classmates who were somewhat awed by her ability to do so well.

After graduation she served on the Massachusetts Commission For The Blind and on various committies in aid of the blind. She has become well known as a lecturer, and has traveled all over the world lecturing to large audiences. She also has become well known in the educational field and cultural possibilities of the blind. Miss Keller has written many books, the most famous being her autobiography.

The life of Helen Keller is inspiring to others who have similar handicaps, and also to those who suffer not from physical handicaps, but from nothing but laziness. The life of Helen Keller shows the great possibilities of the touch sense. Palpation may be used to a great advantage if we will just train oursel<sup>ve</sup>s to take advantage of this touch sense.



THE LIFE OF HELEN KELLER

Ralph E Schaake

Theory and practice of athletic  
Training.



## The Life of Helen Keller.

This is a story of a life in which gigantic difficulties were overcome. A life was begun then nearly stopped abruptly and begun again, without some of the very vital fundamental characteristics that every other person to live his life with.

Helen Keller was born June 27, 1880 in a small town in northern Alabama by the name of Tuscumbia. The home of Helen Keller was called "Ivy Green". Helen Keller was a normal child for nearly nineteen months. This is the time in the life of an individual that he or she begins to grasp subconsciously the facts of his or her existence. Helen Keller walked at the age of one year, as do many children.

Acute congestion of the stomach and brain caused the loss of her sight slowly and also her hearing.

Upon recovery to mobile state once more this girl in a world of her own began to function again slowly. Before she was able to understand or speak, she was plunged into a bleak dark world in which there was not the normal reactions that everyone else has. Everything was different for her. She lived and learned of nature with her hands in the early years, but not until later did she realize that within herself she had learned. She used her hands from the beginning of her dark life. Her sense of touch, smell, pressure, and all others were made more acute by the loss of the sense of sight and hearing. At the age of five she was able to do minor jobs in the household of her mother.

Miss Ann Mansfield Sullivan arrived in March 1887, three months before Helen Keller was seven years old, to teach her.

This day, Miss Keller describes as being the most important day of her life.

The patience, love, and care that Miss Sullivan exerted with Helen Keller is something to be marveled.



By the time that Miss Sullivan arrived to teach Helen Keller, Miss Keller's sense of touch, smell and all others were so quickened that it was not nearly so difficult for her to use her hands effectively. Helen Keller was grasping, eager, and willing, to use the material which was at her disposal. Her desire for knowledge was the impulse that made her advance so rapidly.

Miss Keller's life depended upon the sense of touch. It was that she received the stimulations of the world about her with her hands that had developed so keen a sense of touch.

In 1890 by use of the sense of touch Miss Keller learned to speak.

Hers was a life of imitations. She had no other way to learn.

Miss Keller relates many experiences at lengths which I cannot describe but upon reading and studying much can be learned from the story of her life.

One factor is that we as individuals do not develop to a very great extent, physically speaking. That is that we actually do not utilize our specially designed senses as much as we could if we had to. It also shows that we do not take very good care of the mechanism by which we live so easily. Our task of living in the purest sense is comparatively simple.

Instead of having one sense to depend upon for our very existence we have many, both direct and indirect to aid us in living.

In pointing out the advantages that we have in living our lives we should be constantly trying to develop them to their fullest extent; to make ourselves more effective as functioning parts of an organization; and to help others realize that they also can do much better.

Miss Keller attended college and graduated., and here we struggle with so many advantages and often fail to do the job. She could read, write, visualize very accurately and almost hear with her hands. She used her own typewriter without the benefit of hearing or sight. So sensitive were her hands that she could feel and tell types of feeling that was expressed in the tone of one's voice.



Life of Helen Keller Bob' Githens

Helen Keller was born June 27, 1880 in Tuscumbia, Alabama. Her father's family had come from Switzerland.

at the age of 19 months illness closed her eyes and ears. They called it acute congestion of the stomach and brain. Early one morning the fever left as quickly as it had come.

Her father died in 1896. Her father told her stories and liked her to repeat them at the most opportune moments.

Her father was a newspaper man. He was also a good hunter and a celebrated shot.

Helen's father took her to Baltimore to see a doctor. The doctor sent them to Washington D.C.



to see Doctor Alexander Graham<sup>2</sup>  
Bell. Bell recommended a teacher  
to them. Her name Anne  
Mansfield Sullivan. She came  
to Helens home to teach her  
in march 1887. This is when  
the task of learning began.

We find in the Case of Helen  
Keller every bit of learning has  
taken place through the fingers  
or sense of touch. She first learned  
words, then the articles to which  
to relate them too. After this she  
began to make sentences.  
The next important step in her  
life was the learning how to  
read through her fingers. After  
this the next step was learning  
to write.

In 1888 Helen and her teacher



miss Sullivan visited Perkins<sup>3</sup>  
institute. This delighted Helen  
very much when she found  
she could talk to other blind  
children. She didn't feel so  
bad when she found many  
others were handicapped in the  
same way she was.

The story of Helen Keller should  
make one appreciate being physically  
fit in every way.

This story shows how the sense  
of touch can be developed  
when there is a loss of some of  
the other special senses.



Theory and practice  
of athletic training

Bob Zithens