

May 1, 1940.

Mr. J. E. Kissell,
Portis, Kansas.

Dear Mr. Kissell:

I have just written Max a letter and I did not want to impress upon him the fact that we are endeavoring to proselyte him or that we are trying to make any undue advanced toward him in his selection of a school. However, I do want you to know this, Mr. Kissell, that we would be glad to have Max here and we would be glad to give him a job that will help him in his quest for an education. I told you that when I was in Osborne last fall.

Max is a fine boy and will make a fine basketball player, but there is a lot of difference between high school basketball and college basketball. The competition naturally gets keener and the coach who spends a great deal of his time developing the fundamentals in a boy will see his team get better as the season progresses. The coach who endeavors to attract the outstanding star players to his school and who does not spend the very necessary time developing fundamentals and the proper morale that is so necessary among these star athletes then will find himself in a group of stars all twinkling in their own firmament.

I would be glad to have Max here at the University of Kansas, but I do not want it to appear that I am putting an emphasis on athletics. The boy should choose his school for the great value that the school can give him, and not for what he can give the school. A good many years have to elapse before a boy or a graduate can give back to the school the debt that he owes the school. When I see great scientists here at the University who have worked for a small salary very patiently through the years, then I draw a comparison between this great scientists who has given so much to humanity through his labors, and the boy who feels that he is going to give the school a big break should he enroll at the University. Then I can see why so many of the faculty members are so dead set and prejudiced against athletics. I do not say that all boys have that idea, but coaches and the general lay members of society do create a false premise that athletics are more important than the academic idea and education received in college halls. I say then I can see how these prejudiced, narrow-minded faculty members so resent the encouragement of athletics in the curriculum, and I find myself sometimes agreeing in part, not in whole, with their attitude.