

With the compliments of the local
Committee-member.
A. McCracken

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A STATEMENT ON THE PLACE OF PHILOSOPHY IN HIGHER EDUCATION*

THE Southwestern Philosophical Conference, a professional society whose membership is drawn from the departments of philosophy in the principal universities and colleges of the Southwestern states, has completed a canvass of the courses of study in liberal arts colleges in six of these states. The Conference takes notice of certain tendencies affecting Philosophy and the liberal arts curriculum as a whole, tendencies which we believe to be detrimental to higher education and to which we respectfully invite the attention of the educational authorities of this territory.

First, there is a neglect of philosophic studies in a great many of the colleges and in some universities. Studies which, though having a value, can by no means fulfill the role of Philosophy, have more and more displaced Philosophy. We recognize the worth of vocational and apprenticeship studies, in their proper place, and the reasonableness of devoting some educational time to affairs of the present moment; yet all of these subjects are apt to be rapidly magnified and to occupy presently a disproportionate place in the curriculum. The liberal arts curriculum, we believe, is the principal conservator of our intellectual heritage. It requires careful safeguarding against any tendency that would introduce ephemeral, meretricious or merely popular substitutes for the studies which long experience has shown to be the most effective for preserving, diffusing and advancing our knowledge. Reconsideration of the educational policies responsible for the changes which have occurred in the curriculum, especially the changes which diminished Philosophy to its present position, is, in our opinion, a serious need.

Secondly, there is a lack of integration of philosophic studies with either humanities or sciences. Philosophy and Literature,

* A *Statement* prepared by a Committee of the SOUTHWESTERN PHILOSOPHICAL CONFERENCE, and approved by the Conference membership. Professor W. B. Mahan of the University of Arkansas is President of the Conference. The Committee members were Professor Virgil C. Aldrich, The Rice Institute; Professor Peter A. Carmichael, Louisiana State University; ~~Dr.~~ Anna McCracken, University of Kansas; Professor E. T. Mitchell, University of Texas; Professor I. K. Stephens, Southern Methodist University.

Philosophy and History, Philosophy and Science, are mutually illuminating. The well trained student of Philosophy is likely to include in his course a large body of subject matter outside of Philosophy proper. It is a grave error to assume, as is so freely done today, that youths can gain education by concentrating in one or two things (including some that contain little educative substance) and adding at random such tidbits from other fields as may suit their fancy. The neglect of such essentials as Logic, Ethics and the History of Thought, and the failure to employ them at the foundations of the study of Literature, History and Science, and in the determination of the criteria and aims of these, will almost certainly be followed by intellectual confusion and shallowness. If we desire to educate youth to think clearly and resourcefully and to act justly, we should not omit from their curriculum the learning which is probably more apt than any other to accomplish those ends. Facts alone are not enough; trained reasoning and cultivated powers of analysis and appraisal are essential. By way of example, we cite the usefulness of Logic and Ethics in a connection which has recently given educators noteworthy concern, namely, the endeavor to inculcate a critical attitude toward political propaganda. It is doubtful that any study equips a person to analyze arguments, detect fallacies and see implications with anything like the effectiveness of a well-directed study of Logic. Nor does any academic branch equal Ethics, when studiously pursued, as a means to just and intelligent decisions in matters of conduct. Ideas and actions are likely to be confused and perilous if they are not informed by the knowledge which critical inquiry, notably Logic and Ethics, alone imparts.

In the third place, a number of studies now conspicuous in the curriculum include considerable matter borrowed from Philosophy. While this is in principle sound, if not indeed necessary, it may also be harmful practically. Unless the student has been prepared through appropriate philosophic study, and unless those who teach the subjects containing these philosophic borrowings are themselves well trained in Philosophy, the pedagogical result is likely to be negative. We find (and are informed that a like condition is found in regions other than the Southwest) not only that the students of these composite subjects are very often with-

out the requisite preparation in Philosophy but that the teachers themselves frequently lack such preparation. If Philosophy is worth teaching, it should be worth teaching well.

Although, fourthly, much favorable interest in Philosophy has been shown by academic officers in our region, in the course of our inquiries, we find some misapprehension of its nature and educational function. We have reason to believe that this attitude is due to a lack of acquaintance with the philosophic fields and the place they occupy in relation to other domains of learning. The introduction of philosophic study, on a proper scale and under the charge of well qualified teachers, would soon dispel the errors on which this misapprehension rests.

An opinion that Philosophy is a luxury is also evident here and there; likewise the opinion that it is limited in application, hence not "practical." Such opinions, we must presume, are due to an inadequate acquaintance. The indispensability of Logic to Scientific Method, to Mathematics, to Law and to all thorough reasoning; of Metaphysics to the understanding of scientific, legal, moral and other principles; of the History of Philosophy to the understanding of literature and culture; and of Ethics to the intelligent comprehension of life and destiny are more than enough to show the utility of Philosophy. On the other hand, the true utility of much else now in the college and university curriculum is open to serious question.

A persistent criticism of higher education in our time runs, that in emphasizing the acquisition of information it has failed to cultivate the powers of reflection; and a great many discerning persons still believe that the aim of education is to make a person think. Certainly this is one of its aims. What collegiate studies are the most apt for making a person think? We venture to say, from our own observation and from the comments of others, that no study surpasses Philosophy as a stimulus to thought. But whereas, from this, we should conclude that Philosophy is a requisite of all liberal higher education, we nevertheless find it omitted most of the time. We are well aware that some students evince little interest in this study, and that their schedules are such that if they do not spontaneously incline to Philosophy, they need not, usually, make any acquaintance with it at all. Something is radically wrong when a student's college course does not bring

him in touch with the thinking discipline *par excellence*; wrong with the student or with the curriculum or with the instruction in Philosophy. (Our data show that of the students enrolled in Economics, History, Political Science, Philosophy, Psychology and Sociology, in 25 Southwestern colleges and universities during the 1940-1941 session, about twice as many are in Sociology as are in Philosophy, three times as many in Psychology and nearly four times as many in each of Economics, History and Political Science.)

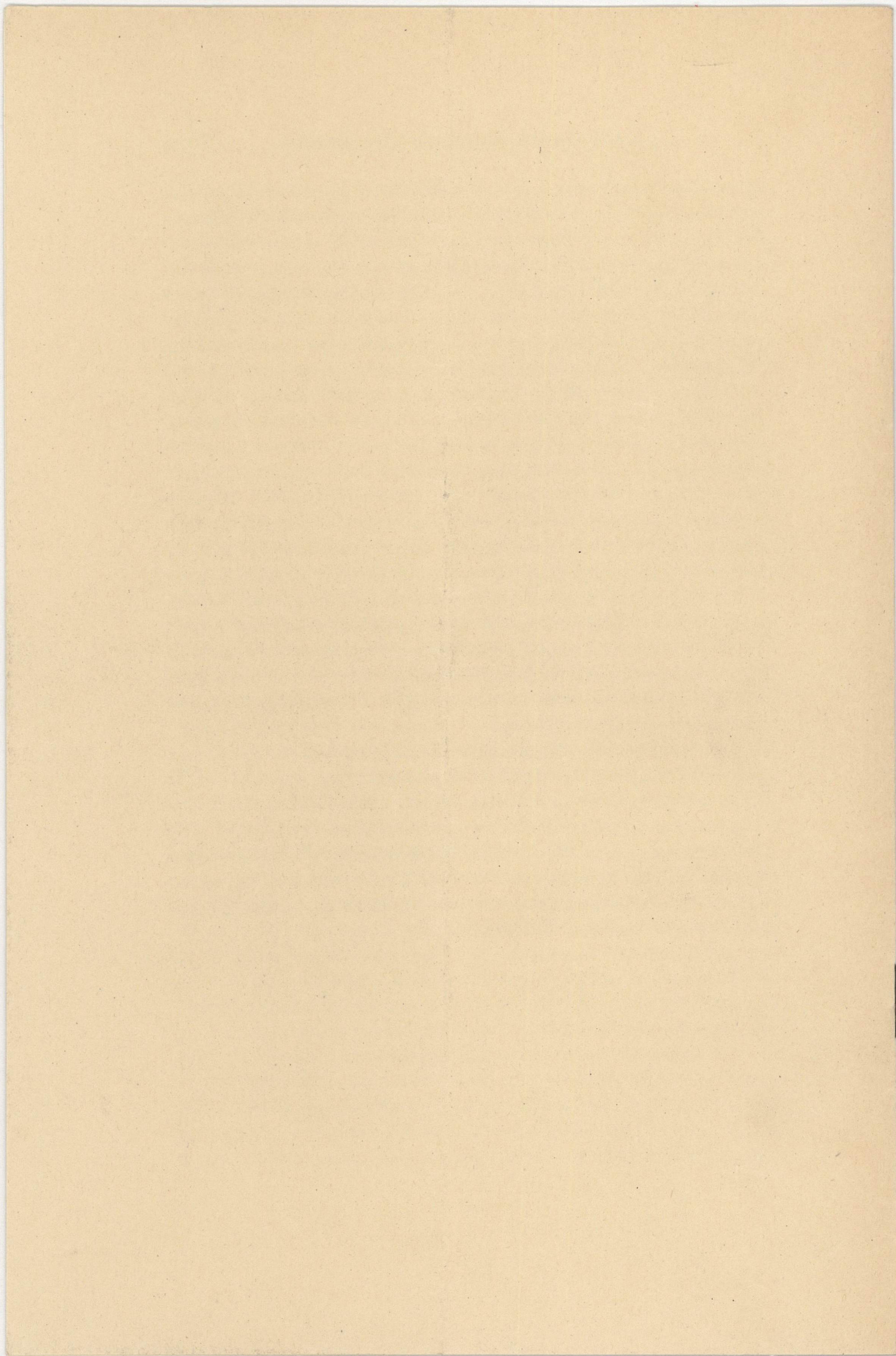
To the complaint that the curriculum is now so crowded that room is not available for more Philosophy, or perhaps for any at all, we respectfully answer, and urge, that the importance of those studies which Philosophy comprises is so great that a well conceived liberal arts curriculum cannot afford to omit them, nor can it afford to relegate them to a minor place. Some of the typical curriculum is undoubtedly padding: subject matter so light that it could profitably be condensed to a fraction of its present extent; duplicated matter, both within a field and in fields apart; matter of doubtful worth and fitness for the curriculum of qualified college students. If this slack in the curriculum were taken up, no longer would Philosophy have to be left out, or be subordinated, as now, for want of room.

Our inquiries brought replies from presidents, deans, department heads and professors expressing deep indebtedness to Philosophy in their own education, and serious concern as to its present status in the curriculum. Even so, many of these educators are either excluding Philosophy from their own students or restricting it to a very few. State and local superintendents of education, to whom we also addressed inquiries, were unanimous in the opinion that Philosophy is a valuable asset to any high school teacher and that the lack of it among the teachers at present is deplorable. Yet we know that very few, if any, of our teachers' colleges give training in the subject, and that teachers' colleges elsewhere, when they do teach Philosophy, seldom engage persons having proper philosophic preparation to teach it.

We think it appropriate to observe, finally, at a time when education is more criticized than perhaps ever before, that the educator's task is not merely, nor even primarily, to train for a trade. Even less is it his proper task to put youths indifferently

through a mill in order for them to obtain a superficial title to favored employment. The well-educated man or woman, whether fortunate or unfortunate in the occupation he or she follows, is never without intellectual and spiritual resource; and a good test of the quality of the education we are giving will be found in the reaction of our pupils to adversity. On this test, a considerable portion of higher education in recent years is a lamentable failure. We note that many who draw books from public libraries and who have suffered in the depression, have been turning to Philosophy in their choice of readings. Those who had charge of higher education would have served the needs of all such persons better if, when laying out the program of their studies, they had given them more opportunity to acquire Philosophy. We also observe that compilations of the great books of the world, such as are placed before the educated public from time to time by critics, scholars and men of affairs, invariably contain a quite large percentage of works on Philosophy. The ratio of Philosophy to other subjects in these listings is approximately the inverse of the ratio of Philosophy to related subjects in the curricula of the Southwest. We believe this indicates a false direction on the part of our educational program and a need of prompt and vigorous corrective measures.

The Southwestern Philosophical Conference is prepared to supply information and counsel to institutions that may desire (1) to introduce courses in Philosophy where none exist; (2) to reconsider the position of Philosophy in relation to other subjects in the curriculum; (3) to strengthen existing Philosophy programs, either through reconsideration of their content or by giving assistance in finding the best available personnel for conducting instruction in Philosophy.



December 16, 1941.

Mr. Clarence McGuire,
647 West 58th St. Terrace,
Kansas City, Mo.

Dear Mac:

Your letter of December 11th was received during my absence, but I note that Mr. Earl Falkenstien has taken care of your request. I was out at Dodge City last Thursday and Friday for their annual basketball clinic, and returned to Lawrence late Saturday.

I am sure that Mr. Falkenstien will do the very best he can for you in the way of tickets. The demand has been unusually great, and there are not many good seats available.

I am glad your leg is better.

Hope to see you when you come for the Oklahoma game.

With best wishes, I am

Cordially yours,

FCA:AH

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

December 12
1 9 4 1

Mr. Clarence McGuire
647 W. 58th St. Terrace
Kansas City, Mo.

Dear Mr. McGuire:

Dr. Allen has referred to us that part of your letter which has to do with basketball tickets.

We are entering your order for six tickets for the game with Oklahoma on January 6th, and as soon as the demands for the season tickets are taken care of, we will fill it from the best locations that are left.

We have had an unusually heavy demand for season tickets this year both by students and the outside public, and of course they are given tickets for the season with the same locations for all games. Naturally those purchasing tickets for single games will be given the best locations available after the season tickets are filled.

All of our temporary seats down on the main floor have been reserved on season tickets except those in the East and West ends and it might be that you would prefer those to something farther back in the auditorium. Or possibly you would allow us to break your group into pairs which would give us a better opportunity of placing you in more desirable locations.

Thanking you very kindly for your order and with best wishes, I am

Yours sincerely,



E.L. Falkenstien, Sec'y
U. of Kans. Phys. Edu. Corp.

ELF:IW

Clarence M. Luire

647 WEST 58TH STREET TERRACE
KANSAS CITY, MISSOURI

December 11, 1941

Dr. Forest C. Allen
University of Kansas
Lawrence, Kansas

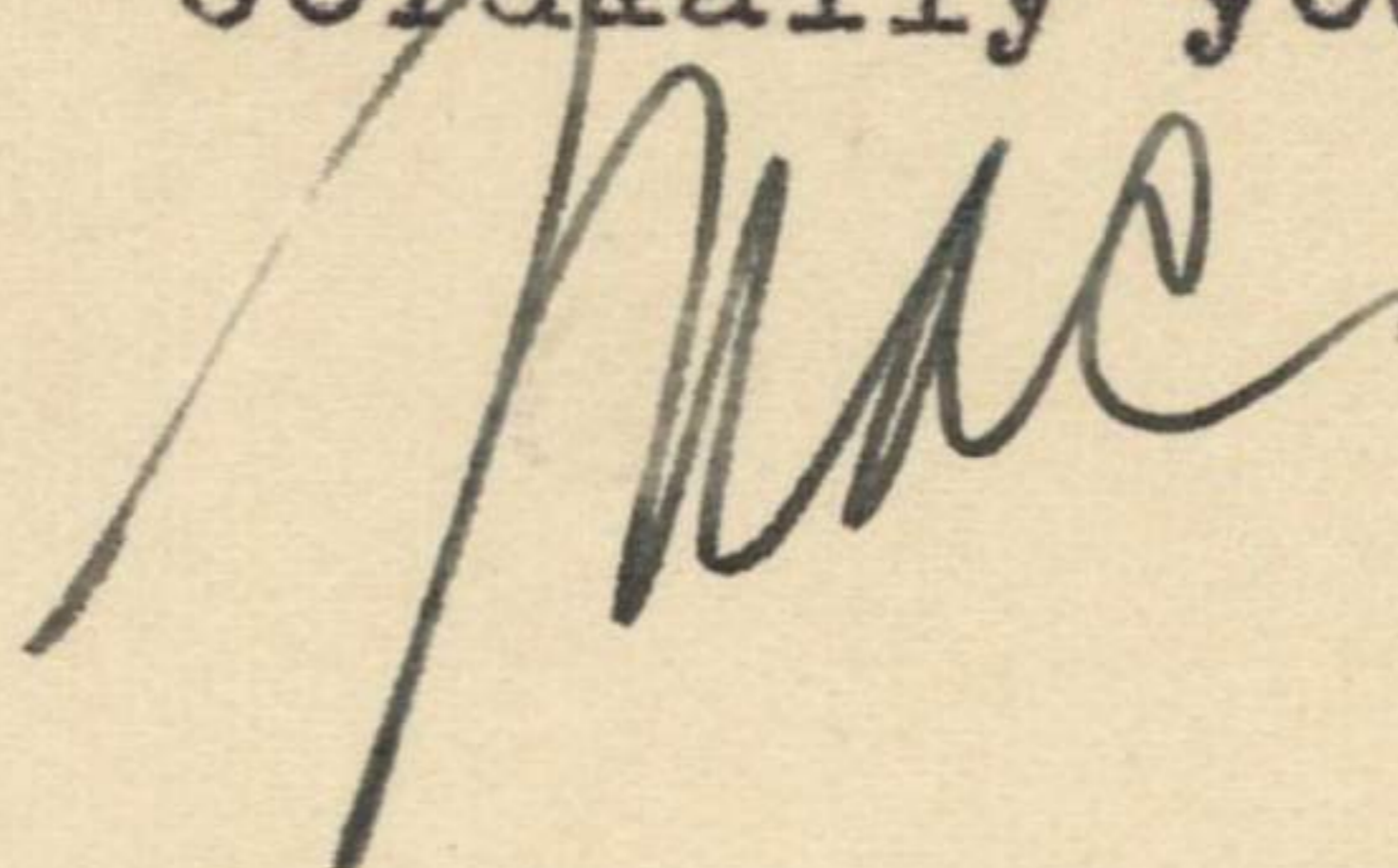
Dear Friend Doc,

Will you be kind enough to reserve for me, six good tickets for the University of Oklahoma basketball game to be held there on January 6th? If you will kindly leave them at the box office, I will pick them up the evening of the game, when I come up.

Yes, you did a marvelous job on that leg, because I hunted for three days without any ill effects.

After I got through playing handball the other night I had the "rubber-upper" at the Y.M.C.A. give me an alcohol rub, and we were talking about you. He said, "Boy, if I only knew what that fellow knows." With best regards, Doc, and thanks again.

Cordially yours,



CM:MC

December 17, 1941.

Miss Marie McMorrow,
828 East Drive,
Oklahoma City, Okla.

Dear Miss McMorrow:

I am very happy to enclose several copies of our
basketball schedule for this season. I trust that you
will find it possible to see several of our games.

With best wishes, I am

Very sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

FCA:AH
Encl/

MARIE McMORROW

828 EAST DRIVE

OKLAHOMA CITY

Dr. F. C. Allen.
Kansas University.
Lawrence, Kansas.

Dear Dr. Allen:

Will you please
send me a Basket ball
schedule for this year.
Hope you all have a successful
season.

With best wishes for a Merry
Christmas.

Sincerely
Marie M. Morrow.

K

April 9, 1942.

Mr. C. E. McBride,
Sports Editor,
The Kansas City Star,
Kansas City, Mo.

Dear Mac:

Confirming my conversation of this morning I am writing you some data which I think will make very interesting reading in regard to the N.C.A.A. basketball tournament and the way the N.C.A.A. handles their finances. I am also enclosing some tear sheets from the National Collegiate Athletic Association booklet in which they give the proceedings of the 36th Annual Convention held at Detroit, Michigan, on December 28-31, 1941. I would send you the entire book but it would have to go second class, and I am interested in having you get this at the earliest possible moment.

You will notice on page 154, Appendix III, Financial Reports of Tournaments and Treasurer's Report. Under this large caption is the financial report of the 1941 basketball play-offs and final game, both the Eastern and Western and the Final play-off. After listing all expenses there is a summary on page 156, and the net receipts are listed as \$9,043.92. Then under distribution of net receipts as above (\$9043.92), the N.C.A.A. takes 10% of that amount which gives them \$904.40, leaving a balance of \$8,139.52. Now, they divide this amount. Fifty per cent of this \$8139.52 goes to the N.C.A.A. That gives the N.C.A.A. a total of \$4974.16 from the net proceeds, but to the teams were allocated either 2/18 or 3/18. All of these teams, you will notice, with the exception of Wisconsin and Washington State, got 2/18 because they played in only two games; while Wisconsin and Washington played in the finals which made three games for them.

This year in the Western play-off Kansas, Rice and Colorado played two games, and in the Eastern play-off Illinois, Penn State and Kentucky played two. Two games a piece for these six teams made twelve games, and three games a piece for Stanford and Dartmouth made six games. That makes a total of 18 games. Therefore, the teams that went to the finals got 3/18 of this 50% of the melon after it had had 10% sliced from it. While the N.C.A.A. derived \$4074.16, the team that went on to win the N.C.A.A. title, like Wisconsin last year, got \$678.28.

But I want to get the computations that are much easier for John Q. Public to arrive at, and instead of talking about the past, let's get down to the present. Let's take the teams that played this year. I have just mentioned them. Instead of a larger amount of money that is difficult for people to follow in fractions and figures, let's take, say, the distribution of a \$5 bill and see where this \$5.00 goes as regards the N.C.A.A. and these eight colleges who make the tournament possible. Say that we work on the basis of \$5, or multiples thereof, and let's agree that we had \$5 net to be divided among the N.C.A.A. and the eight schools.

The N.C.A.A. takes their first 10% out of the \$5, and therefore get 50¢. That leaves \$4.50 to be divided between the eight teams and the N.C.A.A. Now the N.C.A.A. takes 50% of the \$4.50, which makes \$2.25. Add the 50¢ that they got on the first 10% cut to the \$2.25, and the N.C.A.A. receives \$2.75.

Now let's divide this 50% of the \$4.50 among the eight competing teams. Colorado, Rice and Kansas, of the Western division, each played two games. Penn State, Illinois and Kentucky each played two games. That makes a total of twelve games. Stanford and Dartmouth each played three games, and that makes six games. The twelve and six games make the total of 18 games, and that is how the division is made. Kansas and these other schools having played two games get $\frac{2}{18}$ of the \$2.25. One-eighteenth of \$2.25 is $12\frac{1}{2}$ ¢. Therefore, all of these schools that won their right to play in this tournament get 25¢ a piece for playing two games on this ratio of \$5 distribution. And Stanford and Dartmouth get $37\frac{1}{2}$ ¢ each for playing for the national N.C.A.A. title. While the winner, Stanford, gets $37\frac{1}{2}$ ¢, the N.C.A.A. gets \$2.75, showing the absolute inequality of the distribution which is promulgated, fostered and promoted by the N.C.A.A.

I have heard Major Briffith and ex-President William Owens of the N.C.A.A. liken track men and other athletes who desire gold watches for their participation to "pot hunters". I am wondering how these gentlemen can define the pot of gold hunting that the N.C.A.A. is in quest of.

The Pacific Coast Conference, I understand, takes enough out of the Rose Bowl game to pay the commissioner's salary, and after the rental of the Bowl is paid for the money is divided between the two participating college athletic associations who play for the Rose Bowl title.

The National Association of Baseball Clubs, called the National Commission, takes a percentage part of the World Series, but by and large the players in professional ball and the colleges in amateur ball receive the most of the money. Only the A.A.U., which takes it all, and the N.C.A.A., which takes 55%, believe in taking the major portion of it. And yet the N.C.A.A. is supported by the colleges and universities who pay annual dues in the amount of \$25 a piece, and there are no paid officials in the N.C.A.A.

College athletic associations, in the main, owe debts on stadia and field houses. The N.C.A.A. has no indebtedness, being supported by dues from its members. Now, then, can the N.C.A.A. justify this "broddingnagian take" under the guise of parental supervision of college administration?

On page 163 you will note a report of the treasurer. In 1940 there was \$7,109.79 on hand, and in 1941 there was \$10,725.51 on hand. The dues each year run between \$5500 and \$8000. Then refer to page 165 and you will see that the same amount, \$10,725.51 is in the treasurer's hands. But here is the sad part about all this basketball money going into the N.C.A.A. Not one penny of it can be earmarked for basketball or for basketball Olympic funds. There is an amount of \$31,369.13 for Olympic funds, but it does not include basketball. It includes track and field, swimming, wrestling and crew.

The N.C.A.A. sold basketball down the river to the A.A.U. so the N.C.A.A. could get the Olympic coaching of the sports that they sold basketball out for. So you can see, Mac, that while they are using basketball to make money and can put it in the treasury, they are not giving it to the colleges who make it. But the N.C.A.A. moguls are making it hand over fist.

If you will refer to page 164 you can see where the disbursements are. Contributions and dues - \$460.00, and most every kind of expense, such as Phil Badger, \$122.67 for track meet; gift for Dean Nicolson, \$340.50; track meet deficit, \$3,244.08, and so forth.

Now they got this first 10% cut on basketball was that that is all they make from a track meet when and if they make any money. Now to justify their wanting the whole hog or none, at the meeting I had in Chicago in 1940 with Olsen, St. Clair, Major Griffith and the other officers there, they added this 50% take on basketball. Look through the combined reports of each sport and you will find that basketball is the only sport that they take 50% from after they have made their first 10% deduction.

This was all occasioned, Mac, by Olsen's failure to report to the Executive Committee of the N.C.A.A., the Olympic and the Tournament Committee's report. The committee was composed of Harold G. Olsen, chairman, and John Bunn and F. C. Allen as the other members. This committee met and recommended prior to our N.C.A.A. tournament in 1940, that the N.C.A.A. get 20% and that 80% of the net be divided among the competing teams. Olsen failed to do as chairman what he was supposed to do, and when all this money rolled into Kansas City as a giant financial windfall, the N.C.A.A. outfit jumped on that amount hook, line and sinker, and expected to keep it all. I fought them so vigorously because we had promised the colleges that if they would come in we would see that they got money comparable to what Madison

Square Garden was paying. And that is why I have fought for this thing because Olsen, Bunn and I agreed that we would put on a college tournament and make some money and make it under college supervision.

The morning of the meeting in Chicago, which was September 6, 1940, I had breakfast with Olsen and St. Clair. They stated that they had talked to Major Griffith and St. John, and we were not going to get any of that money.

It was at the meeting with these N.C.A.A. executives at the Sherman Hotel that I told them that when an individual makes certain promises that he cannot uphold the only thing for him to do was to resign, and I was resigning.

At this juncture President Owens, Major Griffith and St. John asked Olsen, St. Clair and me to wait outside until they could have a conference and see what could be worked out. It was then that this 10% and 50% as a compromise was made. Of course, that did not satisfy the original plan, but at least the colleges participating in the 1940 basketball tournament in Kansas City got something rather than nothing as the big moguls had planned.

The reason that John Bunn got off the committee was because he was appointed Dean of Men and he gave up basketball, so he naturally resigned from the committee. But Bunn has all of these figures at hand and I am sure he can confirm everyone of them. President Owens, at Stanford, told John Bunn that he thought giving this money to the teams would be like pot hunting, and John wasn't as enthusiastic about the division as I was because I had met with Bruce Drake, Tom Stidham and Henry Iba at Oklahoma City when I was working on this tournament and they said they would stick by the N.C.A.A. if the N.C.A.A. would give a part of the money to the colleges.

Olsen was very anxious that the colleges get the money because he was St. John's handy-man Friday, who was working to bust Ned Irish's hold on the Garden. And it was the fight of the N.C.A.A. against the Garden promoters that profited the N.C.A.A. tournament.

Now, Mac, back to the \$5 distribution. I believe that is the most graphic thing that can be made because everybody can see how much \$5 is and when a school that wins the championship gets 37 $\frac{1}{2}$ % out of \$5, then that isn't very much.

I noticed in your sports column that you stated the boys got a fine trip. But very few coaches want to carry their team on after the end of the season and play for an insignificant sum of money such as they might receive at this tournament. You will remember that Colorado wanted to go to the New York tournament. I did not want to go in this one, and I am told on good authority that Illinois did not want to enter the Eastern, nor did Kentucky want to get in the play-off

because Adolph Rupp is not well physically. I'll bet you a pretty penny that the niggardly action of the N.C.A.A. is ringing a death knell for future tournaments.

At the time the boys were in Kansas City they were allowed but \$5.00 per day for their expenses, and that included taxicabs, hotel, shows, meals, and what have you. It is a lot different when the boys go to the Rose Bowl or Sugar Bowl game where there is entertainment and places to be entertained.

But I will stay out of that. I just wanted you to get this angle. I think it is a hot one.

When you have finished with the enclosed tear sheets return them at your convenience for my files.

Sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

FCA:AH
Enc.

December 29, 1941.

Mr. Dan McGuire,
Berkeley Daily Gazette,
Berkeley, California.

Dear Mr. McGuire:

Dr. Frank Herron Smith, of 2816 Heligass St., Berkeley, California, enclosed a clipping from your column in the Berkeley Daily Gazette as of December 13 and also your December 18th contribution.

I was rather interested to learn that it is your thought that hardly a day goes by without the suggestion of some change or other in basketball, and also that it was your conception that I had completely ruined football as a major sport at the University of Kansas.

The fact that I played football and later coached it at the University of Kansas when we tied Nebraska 20-20 in 1920 is rather interesting and amusing to me. On the Monday morning following this game in 1920 the students subscribed \$160,000 to build the stadium that cost \$660,000. I had charge of the drive, and for 18 years I was director of athletics here at the University of Kansas. I have coached basketball here for 25 years, and only in the last four years have I ever received any compensation for my coaching.

You being from Missouri doubtless are not interested in Kansas background. I have always had the notion that a coach was rightfully a member of the faculty and his aims and purposes regarding the welfare of the young men who are students in the college or university should parallel that of other members of the faculty.

I am always happy to think of such young men as Dean John Bunn, of Stanford University, former basketball coach at Stanford, who was one of my quarterbacks back in 1920 and who played in the Kansas-Nebraska game that day. Coach Arthur "Dutch" Lonborg, of Northwestern University, was the other quarterback of the football team in the same game in which John Bunn participated. Bunn was an engineer and Lonborg was a lawyer. Neither one of them followed their training in the University so far as the technical instruction was concerned, but both men took their places in leadership, and after all, in my opinion, that is the function of the University - to teach students to find sources and to develop leadership.

Since I believe in the freedom of the press I have no criticism at all of what you say, and I had hoped that you had the

same ideas regarding people who had the right to express their thoughts on any sport for the betterment of it. If baseball had not undergone some changes it would still be "one old cat", or perhaps "round base". The fact that you are from Missouri should not hamper you in your ideas for basketball betterment.

I had the pleasure of speaking at Cape Girardeau, Missouri, at the Teachers College there on last November 26. Abe Steuber, one of Missouri's football, basketball and track greats, is coaching the Teachers College there. I am sending you a copy of the address that I made that evening.

It is my notion that coaches should be truthful with the young athletes and not endeavor to build false conceptions regarding the great benefits that come from subsidized athletics. Competitive athletics are one of the finest things in the world only when they achieve the purpose of developing the physical, the mental and the emotional in the young athlete. Athletics at the naval and military academies are used to develop the esprit de corps of the squad and the team. However, when big-time subsidized athletics have their sway, then athletics cease to be a benefit and become altogether something else.

The fact that I was born in Jamesport, Missouri, in Davis County, way back when, makes me feel that one Missourian can say to another Missourian that the postman would never get his mail delivered if he stopped to kick at every dog that barked.

With all good wishes, I am

Sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

FCA:AH

January 3, 1942.

Miss Joan McFarland,
c/o McFarland "Rexall" Drug Store,
Topeka, Kansas.

Dear Jean:

The tickets for your family I left in the name of Norville Wingate, six of them. There is also one in the same envelope for you. It will be so designated. The seat is next to Isabel.

At first I thought of sending the tickets for all the games for the season to you, but then I thought perhaps there might be some games that you could not attend. In that case, if you would let us know then we could use the ticket for someone else. But we hope that you can attend all of them. Each game the ticket will be left at the ticket office for you, or perhaps better still we could turn over all the tickets to you and if you found that you could not attend the games you could mail the ticket to me early enough so that we could use it for someone else. There is such a dearth of seats that we do not have enough tickets to go around, and when we find that someone is not going to attend we get hold of that ticket.

I am sorry that I did not get to see you to tell you goodbye last Wednesday noon. However, I trust that you have entirely recovered from your cold and that you are feeling your old good self again.

Give my kindest regards to the family and tell them that I am anticipating seeing them Tuesday night.

With all good wishes, I am

Very sincerely yours,

FCA:AH

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

January 12, 1942.

Mr. Bert McGrane,
Sports Desk,
The Des Moines Register,
Des Moines, Iowa.

Dear Bert:

I rode down with Sec Taylor from Ames Sunday morning, after having seen the Iowa State - Missouri game at Ames on Saturday night, and I was going to stop by your office to say hello, but he told me that you were covering the Wisconsin-Iowa game at Iowa City.

I want to take this means of thanking you for the nice words you had to say in your column as of January 8th. Lester Suhler, our alumni president at Des Moines, sent me the clipping. Also, I had breakfast with Bill Williams at the Harvey House in Kansas City on my way home from Ames, and he mentioned your column.

So here's thanks a thousand for those nice words. But best of all, it is the friendship back of the thing that I appreciate even more than the words.

With kindest regards to Mrs. McGrane and your good family, I am

Sincerely yours,

FCA:AH

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

January 22, 1942.

Miss Jean McFarland,
c/o McFarland Rexall Drug Store,
Topeka, Kansas.

Dear Jean:

We have your ticket here for the Kansas State game Saturday. Is anyone else coming down with you? We will leave your ticket at the ticket window in Hoch Auditorium, where you may call for it, and if some of your family are accompanying you we want to have the tickets together. Will you kindly let me know?

Very sincerely yours,

FCA:AH

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

January 27, 1942.

Miss Jean McFarland,
c/o McFarland Rexall Drug Store,
Topeka, Kansas.

Dear Jean:

I am sending you a copy of the letter I sent to the convocation committee following the convocation rally of January 6. I thought you might be interested in the whole story.

Sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

February 5, 1942.

Miss Jean McFarland,
c/o McFarland "Rexall" Drug Store,
Topeka, Kansas.

Dear Jean:

Thank you for your postcard. Mr. Falkenstien has laid aside the four tickets for the Iowa State game, so everything is taken care of to the best of our ability.

We are leaving at 1 o'clock today for Kansas City where we play the Navy team tonight.

We shall look forward to seeing you the 16th.

Very sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.



BUY
DEFENSE SAVINGS
BONDS AND STAMPS



THIS SIDE OF CARD IS FOR ADDRESS

Dr. F. C. Allen
Athletic Office
Lawrence, Kans.

Dear Dr.

I want to thank you for sending me a copy of the "convocation letter". I did enjoy it so much. I hate to bother you again but did you remember to get the four tickets for the Iowa State game?

I hope Mrs. Allen is feeling better again and I will see you all at the next game.

Thanks again for seeing about the tickets.

Love

Jean

February 21, 1942.

Miss Jean McFarland,
c/o McFarland Rexall Drug Store,
Topeka, Kansas.

Dear Jean:

I am enclosing your ticket to the Missouri game here on March 6th so that you will not need to bother calling for it.

Hope to see you then. We are leaving Tuesday night for our Oklahoma invasion.

Very sincerely yours,

FCA:AH

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

647 WEST 58TH STREET TERRACE
KANSAS CITY, MISSOURI

March 7, 1942

Dr. Forest C. Allen
University Of Kansas
Lawrence, Kansas

Dear Doc:

It must have been inspiring to see so many people who wished you so well. Even those, Doc, who are in bitter disagreement with you have to admit that you are solid gold.

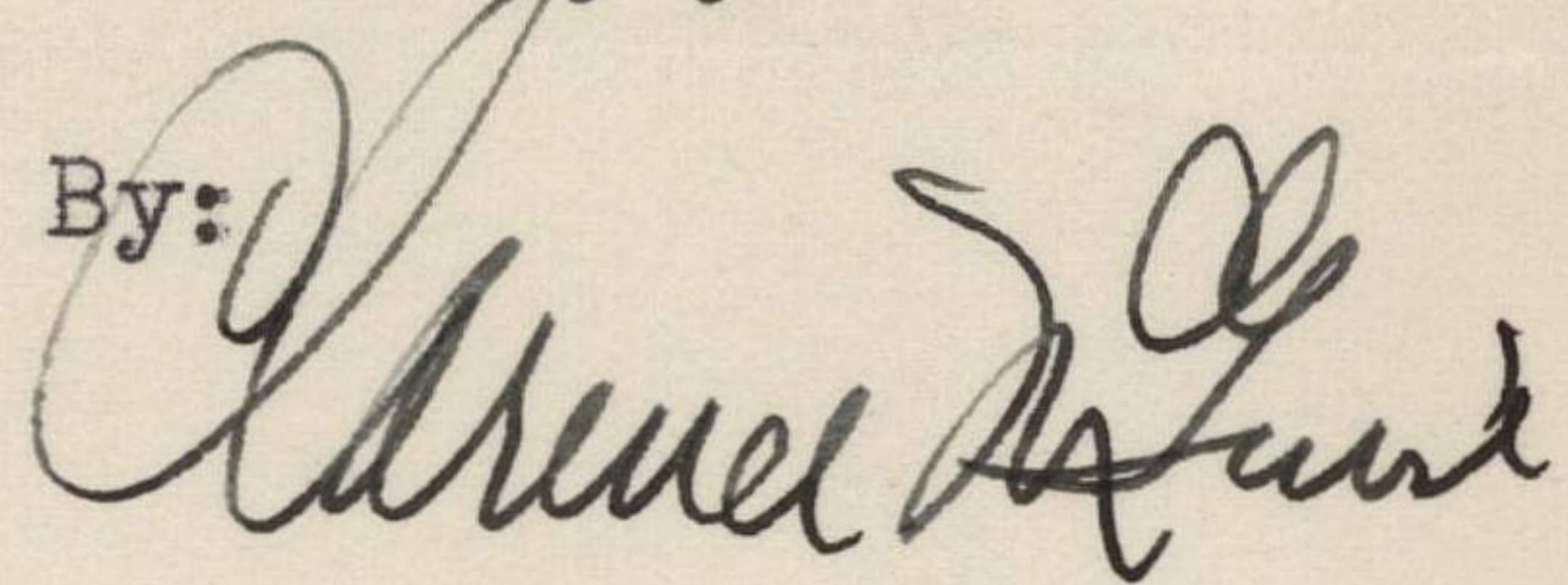
There is one thing, My Friend, that I would council you about. Remember, you are not as young as you may feel at times. I found just the other day that I could no longer play three or four games of hard singles at hand ball. I've had to cut it down to one or two games of singles because the old zip won't be there the next day.

Doc, you are a tradition at Kansas. Be sure to take care of that old body of yours so when my boy comes to Kansas in seven or eight years you will still be in shape to give him the advantage of your association.

God Bless you, Boy.

Cordially yours

By:



M:S

March 16, 1942.

Mr. Mack McGinnis,
West Salem, Ohio.

Dear Mack:

I am still tied up with basketball, but I will write you fully at the earliest possible moment regarding the publicity situation at K. U.

I might say, however, that Horace Mason isn't going to be replaced because they are doubling up on the work of the faculty members who are here. For instance, one member of our department has just left for the Army Air Corps, and we are dividing his work among the other people in the department.

I know that Horace Mason didn't get enough money to interest you, but since this was his home he could afford to stay for the salary they paid him.

Very sincerely yours,

FCA:AH

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

West Salem, Ohio
March 6, 1942

Forrest C. Allen
Head Basketball Coach
Kansas University
Lawrence, Kansas

Dear Forrest:

---I have written an application for the publicity position at K.U. Phog, but Fred Ware has informed me that he didn't believe that your University intended to replace Horace Mason.

I believe that you know the value of publicity, Phog, and also that you know if a University's athletics are to attain the heights that it should in the public's and high sport official's eyes, it must have an advance man.

I assure you that if I secured the position that the Jayhawkers would receive more publicity than they have had before.

I have written the President of your University - giving names of men who can recommend me for publicity work that I have done, among them Fred Ware and John Bentley, whom you know, but as yet I have not received a reply.

Could you clear up the situation a little for me?

Sincerely;
Mack McGinnis

Mack
McGinnis