

THE PROPOSED PROGRAM IN PHYSICAL EDUCATION

- - -

Physical education should be a required subject for the same reason that other worthwhile subjects are required. Many human beings are lazy. While recognizing the value of daily exercise, it is frequently easier to do something else, or just not do anything. It is the same situation as would obtain were students allowed to choose whether they would take English or not. Many would avoid taking English, even though recognizing its worth.

Furthermore, under an entirely elective system, those students who need physical education most would avoid it and those needing it least would elect it. Under the required-elective system, which is being proposed, the student would have a wide choice of activities of his own choosing, but would be required to take some form of physical education during the freshman and sophomore years. (It would probably be desirable to continue the compulsory program during all four years of college but due to limitations of staff and facilities, such a plan is not being proposed.)

The objectives in the proposed program are as follows:

(1) To develop and maintain at least a minimum degree of physical fitness. Physical education is not a subject that can be learned once and dropped. It must be a continuing experience if it is to accomplish its purpose. Veterans and high school students who have been accustomed to vigorous muscular activities should not drop all physical activity entirely the minute they enter college, but for the sake of their own health and well-being should be required to take some physical exercise.

(2) To develop skills in certain recreational activities of the students' own choosing which will be interesting and worthwhile not only during their college days but for their carry-over value in later life.

(3) To insure that every student will be able to swim at least moderately well. The worthwhileness of this objective has been brought home to us in the

present conflict where most of the fighting has taken place either on, over or in the water.

(4) To furnish an opportunity for the physically handicapped to rehabilitate themselves so that they can learn some sport or game commensurate with their physical ability.

(5) To provide an opportunity for the correction of physical defects insofar as this is possible with the proper program of exercise.

(6) The development of certain character and social traits, such as leadership, sportsmanship, and fair play which may come about through participation in a well-organized and directed physical education and athletic program.

This new program will include the following features:

First: All male students would be required to take compulsory physical education in the freshman and sophomore years, three hours per week, one hour per day, with the exception that returning veterans who have served in the armed forces and are of freshman or sophomore classification would be excused from one of the two years of required physical education.

Second: The program for freshmen and sophomores would be on the compulsory-elective basis; that is, four semesters of gym work would be required of all able-bodied men, but students would have a choice of the activities offered in five areas: Team Games, Gymnastics, Aquatics, Combatives, and Recreational Sports. It is proposed that a student must select one semester's work from at least three of these areas during the four semesters. Those veterans who are required to take one year in the program may take only one semester's work in any one area. Under these five groups would be offered activities as follows:

Team Games

Touch Football

Speedball

Volley ball

Track and Field

Soccer

Basketball

Softball

Varsity Athletics

Gymnastics

Tumbling

Apparatus

Body-building Activities

Remedial and Corrective

Combatives

Wrestling

Boxing

Fencing

Aquatics

Swimming

Diving

Life Saving

Recreational Sports

Tennis

Golf

Badminton

Equitation

Archery

Social and
Square Dancing

Third: All students on entering school are to pass a beginner's swimming test and if unable to do so, they shall be required to take beginning swimming until able to pass the minimum requirement.

Fourth: An adapted sports course would be set up for anyone unable physically to pursue the more strenuous sports listed in the above program. Permission to take the adapted sports course would come from the Student Health Service in which case the requirements for the rest of the program would be waived as long as the student is physically unable to participate; but four semesters of the restricted sports course would be required. This course would be adapted to fit the individual needs and would be comprised of less strenuous activities, such as hiking, archery, table tennis, horseshoes, golf, swimming, shuffleboard, fly casting, and other activities of a less strenuous nature.

Fifth: Juniors and seniors would be allowed to take any of the other physical education courses with the consent of the instructor, but there would be no requirement. However, junior and senior men would be urged to participate in intramurals, varsity athletics, and to play on their own.

The Proposed Program in P. E.

We are suggesting that physical education be a required subject for the first two years in the university.

Why a subject
Physical education should be ~~a~~ required for the same reason that other worthwhile subjects are required. ~~Where a subject affects~~ ^{many} human beings are often lazy. While ~~we~~ recognizing the value of ^{daily exercise} of ~~getting~~ ~~participating~~ ~~exercising~~ it is frequently easier to do something else. It is the same, as ^{or just not do anything} ~~the~~ ^{situation} would obtain were students allowed to choose whether they would take English or not. Many would avoid taking English even though recognizing its worth.

Furthermore, under an entirely elective system, those students who need ~~the~~ physical ~~training~~ ~~exercise~~ education most would avoid it and those needing it least would elect it. Under the ^{required - elective} system which is being proposed, the student would have a wide choice of activities of his own choosing but would be required to take some form of physical education during the ~~first two years~~ Freshman & sophomore years. (It would probably be desirable to continue the compulsory program during all four years of college but due to limitations of staff & facilities, ^{such a plan} it is not being proposed.)

B

Dear Dr. Allen:

Since our meeting with Dr. Canuteson last week I have talked with Ray Kanehl, Reg Strait and Elmer Schaake several times about just what sort of a program in physical education we should present to the faculty for their approval. We are all agreed upon the following proposed program of physical education for the next few years.

The question of frequency
~~The~~ objectives in the proposed program are as follows: (1) to develop and maintain at least a minimum degree of physical fitness. ~~As you remember,~~ Physical education is not a subject that can be learned once and dropped. It must be a continuing experience if it is to accomplish its purpose. Veterans and high school students who have been ~~used~~ ^{accustomed} to vigorous muscular activities should not drop all physical activity entirely the minute they enter college, but for the sake of their own health and well-being should be required to take some physical exercise.

(2) To develop skills in certain recreational activities of the students' own choosing which will be interesting and worthwhile not only during their college days but for their carry-over value in later life.

(3) To insure that every student ^{will be} ~~be~~ able to swim at least moderately well. The worthwhileness of this objective has been brought home to us in the present conflict where most of the fighting has taken place either on, over or in the water.

(4) To furnish an opportunity for the physically handicapped to rehabilitate themselves so that they can learn some sport or game commensurate with their physical ability.

(5) To provide an opportunity for the correction of physical defects insofar as that is possible with the proper program of exercise.

(6) The development of certain character and social traits, such as leadership, sportsmanship, fair play which ~~can~~ ^{may} come about ~~only~~ through participation in a well-organized and directed physical education and athletic program.

This new program will include the following features:

First: All male students would be required to take compulsory physical education in the freshman and sophomore years, three hours per week, one hour per day, with the exception that returning veterans who have served in the armed forces and are of freshman or sophomore classification would be excused from one of the two years of required physical education.

Second: The program for freshmen and sophomores would be on the compulsory elective basis; that is, four semesters of gym work would be required of all able-bodied men, but students would have a choice of the activities offered in five areas: Team Games, Gymnastics, Aquatics, Combatives, and Recreational Sports. It is proposed that a student must select at least one semester's work from three of these areas during the four semesters. Those veterans who are ~~already~~ required to take one year in the program may only take one semester's work in any one area. Under these five groups would be offered activities as follows:

Team Games

Touch Football
Soccer
Speedball
Basketball
Volley ball
Softball
Track and field
Varsity Athletics

Gymnastics

Tumbling
Apparatus
Body-building Activities
Remedial and Corrective

Aquatics

Swimming
Diving
Life Saving

Combatives

Wrestling

Boxing

Fencing

Recreational Sports

Tennis

Golf

Badminton

Equitation

Archery

Social and Square Dancing

Third: All students on entering school are to pass a beginner's swimming test and if unable to do so, *they shall be required* to take beginning swimming until able to pass the minimum requirement.

Fourth: An adapted sports course would be set up for anyone unable physically to pursue the more strenuous sports listed in the above program. Permission to take the adapted sports course would come from the Student Health Service in which case the requirements for the rest of the program would be waived as long as the student is physically unable to participate; but four semesters of the restricted sports course would be required. This course would be adapted to fit the individual needs and would be comprised of less strenuous activities, such as hiking, archery, table tennis, horseshoes, golf, swimming, shuffleboard, fly casting, and other activities of a less strenuous nature.

Fifth: Juniors and seniors would be allowed to take any of the other physical education courses with the consent of the instructor, but there would be no requirement. However, junior and senior men would be urged to participate in intramurals, varsity athletics, and to play on their own.

UNIVERSITY OF KANSAS
LAWRENCE

DEPARTMENT OF PHYSICAL EDUCATION

Dr. Forrest C. Allen
Director of P.E.
University of Kansas.

Dear Dr. Allen:

The question has recently been raised as to whether returning war veterans should be exempted from the "required" physical training. While we only have a trickle of veterans on the campus now, we will be flooded with them as soon as the war is over. ~~and~~ Even next fall we may have many more than we have at present. It seems to me that our department should be making plans for our post-war set-up on physical education and that ~~the P.E.~~ ~~our~~ department should furnish the leadership in selling whatever program ^{at U.K.} we feel to be the most desirable and beneficial in the light of ~~current~~ the best current thought and practices in regard to ~~the~~ physical education. ~~program~~. It is with the thought of ~~formulating~~ ^{suggesting} ~~a~~ definite outline of the pattern that our service program should take, following the war, that I am writing you this letter.

~~We will have approximately 3000.~~ Undoubtedly, we will have at least 3000 men on the campus after the war. Probably at least 1600 of these men will be freshmen & sophomores. Our facilities and staff are too limited to handle the entire 3000 men, but

We undoubtedly could ~~not~~ do an adequate job with
provided we have an adequate staff.
the freshmen + sophomore men. Therefore I ~~recommend~~ ^{suggest}
that we establish the following principles.

I Compulsory P.E. for every male student at the University
in the Freshman + sophomore classes.

II Juniors and Seniors would be allowed to take P.E.
Courses, with the consent of the instructor, but there would
be no requirement. However, Junior and Senior men
would be urged to participate in intramurals, variety
athletics and to play "on their own".

For majors -
Course in physical
major sports & games!
Credit in extracurricular?

III The program for Freshman + Sophomores would
consist of four phases:

A. a basic, general conditioning ^{+ orientation} ~~course~~ ^{for 2 semesters} required of
all Freshmen men (except those who had received
basic physical training in the armed services). ~~These~~
Senior men would be exempt from Freshman P.E. regardless
of their classification in school. Freshman P.E. to
consist of 3 hrs. per wk., 1 hr. per day.

B. at the Sophomore level, physical education for
men required 3 hrs. per week but with choice
largely recreational in character. of activities. This program would be similar to
the one in effect at Kansas before the war. Any
returning service-men of Freshman or Sophomore
classification would be required to take 2 semester
work in the activities or sports of his choosing but
would be given credit for his freshman P.E.

Test?

C. all students at the Freshman + Sophomore level
to be required to pass a beginning swimmer's test
and if unable to do so, to take beginning swimming until able

UNIVERSITY OF KANSAS
LAWRENCE

DEPARTMENT OF PHYSICAL EDUCATION

To pass the minimum requirements

D. An adapted sports course to be set up for anyone unable to ~~pass~~ pursue the basic Freshman course because of physical disability.

A program such as I have suggested would ~~do the following~~ have the following features to commend it:

1. Veterans would not be required to repeat the army or navy basic physical training courses. The course for veterans would be entirely recreational and the activities elective. They would be offered such activities as handball, swimming, basketball, volleyball, badminton, tennis, softball, fencing, equitation, golf, etc.

If physical education were placed entirely on a voluntary basis, those veterans who need physical recreation most would not take advantage of it. Also, many of the physically fit would exercise only irregularly. We must safeguard this latter group from a sudden let down in physical training + resultant physical softening up.

Furthermore, many veterans going to college will be getting training in physical skills for the first time. Poor facilities + programs in the high schools ~~often~~ resulted in little ^{skill} training and the armed forces were primarily concerned with toughening rather than developing skills with carry-over values for later life.

2. It must be remembered that physical education is not a subject that can be learned once & dropped. It must be a continuing experience if it is to accomplish its purpose.

3. One purpose of the basic course for freshmen is to give young men a little regular exercise several times a week to keep them physically & mentally keen & healthy. A further objective would be to orient the freshman & give him a taste of a number of activities & body building so that he can ~~decide~~ choose ^{more wisely} those activities that he cares to pursue ~~as a sophomore~~ ^{in his spare time} & as a sophomore. Many, many graduates of Kansas High schools have never had an opportunity to ~~know~~ the joy of participating in physical activity in a well integrated program.

4. Each individual would be ~~taught~~ ^{taught} to swim at least well enough to pass a minimum standard. If we have learned anything from this war, it is that the ability to swim is very important, ~~as~~ ^{by the} The ancient Romans used to ~~be~~ ^{be} in ~~denoting~~ ^{denoting} complete ignorance ^{by the} saying "he can neither read nor swim." We have been teaching reading but forgetting the swimming.

5. With an adapted sports program for those physically unable to take the regular program, it would become unnecessary to excuse anyone from required P.E. Health officials would determine what type activity a man could ~~participate~~ ^{participate} and the physical education dept. would adjust its program to suit the needs of that individual.

This letter is very sketchy but I think it may help to crystallize our thinking about next year and the post-war era.
Very sincerely, H. H. H.

UNIVERSITY OF KANSAS
LAWRENCE

DEPARTMENT OF PHYSICAL EDUCATION

February 7, 1945.

Dr. Forrest C. Allen,
Director of Physical Education,
University of Kansas.

Dear Dr. Allen:

The question has recently been raised as to whether returning war veterans should be exempted from "required" physical training. While we only have a trickle of veterans on the campus now, we will be flooded with them as soon as the war is over. Even next fall we may have many more than we have at present. It seems to me that our department should be making plans for our post-war set-up on physical education and that the Physical Education Department should furnish the leadership in selling whatever program at K.U. that we feel to be the most desirable and beneficial in the light of the best current thought and practices in regard to physical education. It is with the thought of suggesting a definite outline of the pattern that our service program should take, following the war, that I am writing you this letter.

Undoubtedly, we will have at least 3,000 men on the campus after the war. Probably at least 1,600 of these men will be freshmen and sophomores. Our facilities and staff are too limited to handle the entire 3,000 men, but we undoubtedly could do an adequate job with the freshmen and sophomore men provided we have an adequate staff. Therefore, I suggest that we establish the following principles:

I. Compulsory physical education for every male student at the University in the freshman and sophomore classes.

II. Juniors and seniors would be allowed to take P. E. courses, with the consent of the instructor, but there would be no requirement. However, junior and senior men would be urged to participate in intramurals, varsity athletics and to play "on their own".

III. The program for freshmen and sophomores would consist of four phases:

A. A basic, general conditioning and orientation course required of all freshmen men for 2 semesters (except those who had received basic physical training in the armed services). These men would be exempt from freshman P. E. regardless of their classification in school. Freshman P. E. to consist of 3 hours per week, 1 hour per day.

B. At the sophomore level, physical education for men required 3 hours per week but with choice of activities. This program would be similar to the one in effect at Kansas before the war, largely recreational in character.

Any returning service men of freshman or sophomore classification would be required to take 2 semesters work in the activities or sports of his choosing but would be given credit for his freshman P. E.

C. All students at the freshman and sophomore level to be required to pass a beginning swimmer's test and if unable to do so, to take beginning swimming until able to pass the minimum requirements.

D. An adapted sports course to be set up for anyone unable to pursue the basic freshman course because of physical disability.

Correcting

2. Elbell - suggest name

A program such as I have suggested would have the following features to commend it:

1. Veterans would not be required to repeat the army or navy basic physical training courses. The course for veterans would be entirely recreational and the activities elective. They would be offered such activities as handball, swimming, basketball, volleyball, badminton, tennis, softball, fencing, equitation, golf, etc.

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Furthermore, many veterans going to college will be getting training in physical skills for the first time. Poor facilities and programs in the high schools often resulted in little skill training and the armed forces were primarily concerned with toughening rather than developing skills with carry-over values for later life.

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3. One purpose of the basic course for freshmen is to give young men a little regular exercise several times a week to keep them physically and mentally keen and healthy. A further objective would be to orient the freshman and give him a taste of a number of activities and body building so that he can choose more wisely those activities that he cares to pursue in his leisure time and as a sophomore. Many, many graduates of Kansas high schools have never had an opportunity to know the joy of participating in physical activity in a well integrated program.

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5. With an adapted sports program for those physically unable to take the regular program, it would become unnecessary to excuse anyone from required P. E. Health officials would determine in what type activity a man could participate and the physical education department would adjust its program to suit the needs of that individual.

This letter is very sketchy but I think it may help to crystalize our thinking about next year and the post-war era.

Major
Officiating Sports & Games -

Very sincerely,

Henry Shenk

Athlete
Service Program
Academics -

Student Activity Fee *Interannual*

Feb. 29, 1945

Dr. Forrest C. Allen
Director of Physical Education
University of Kansas

Dear Dr. Allen:

In regard to the program of physical education, I agree with Henry Shenk that our program should be planned in accordance with the best current thought and practices.

It seems to me that to be consistent we should pattern our program on the basis of principles taught in our course "Principles of Physical Education".

In the field of education there are two important factors involved in the success of any program, namely: (1) Interest on the part of the participant, and (2) knowledge of progress toward the goal or aim of the individual or individuals.

I feel that many programs of physical education are too autocratic. We are too prone to set up a program prescribing it for the able masses with little regard to the individual's needs, both present and future.

Many, perhaps most, college students do not know what is best for them. Therefore, if left to decide a course of activity, at their present level of knowledge, many would make inadequate choices. I feel that our physical education program should be one that would give each individual opportunity to discover his needs, as nearly as possible, in regard to growth, development and adjustment both mentally, physically and socially.

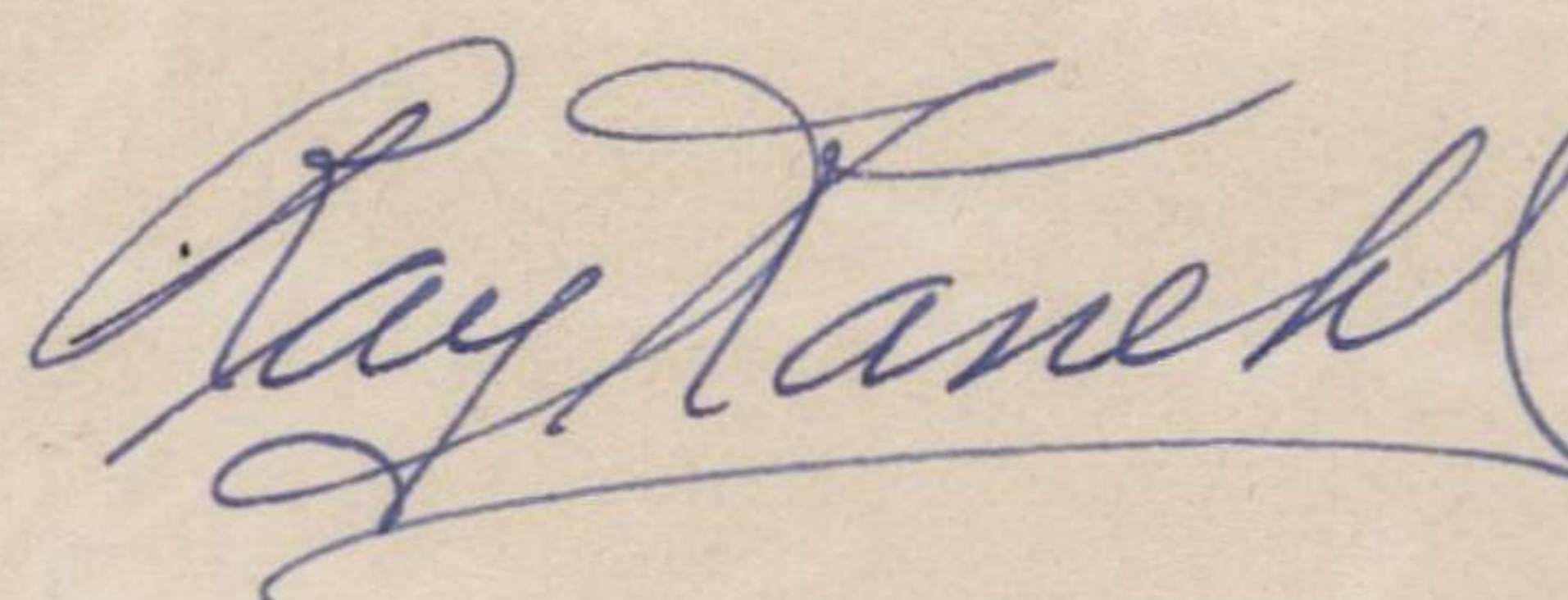
Only with the aid of a testing program does this seem possible. I realize there are many weaknesses of a strictly testing program. On the other hand, there are values to be gained, not the least of which would be the gaining of insight through a program designed to help individuals discover their specific needs. Insight into a situation is recognized as one of the greatest forces of motivation.

Unfortunately, so few of our college men have had opportunity for participation in organized physical education, that it seems necessary to carry part of our program on the secondary level. By the time men reach college it seems that they should have opportunity for advanced training in courses that have special appeal to them, with emphasis on types of activities that have possibilities for carry-over as lifetime hobbies.

Henry has submitted a splendid and comprehensive program, planned to fit into our physical environment. Our limited, and, in many cases, obsolete facilities are obstacles to any progressive program which we may propose. These obstacles should not by any means cause us to be satisfied with anything less than the best.

I believe that we are started in the right direction in this cooperative study of the post-war program. I am confident that an improved situation will come from this endeavor.

Respectfully yours

A handwritten signature in blue ink, reading "Ray Kanehl". The signature is written in a cursive style with a long, sweeping underline.

School of Avn. Medicine
Randolph Field Tex
7:30 Fri. a.m.

Dear "Doc":

I have just read - word for word -
two columns in the Journal - World
regarding the proposed plan for
post-war expansion of the K. U.
Plant.

No where in the Ribble plan is
any mention made of the need
for a new gym or adequate swim-
ming facilities - indoor and out.
I notice the suggestion relative to
barbecue ovens etc. etc. But the
fellow that is coming back from
this war isn't going to be too
concerned relative to that form
of recreation. He is going to select
a university where he can get
some activity. While plans such as
the above mentioned are usually pure
bunk, they do reflect the attitude of

the administration.

Met "Lenny" Hamilton at officer's mess the other day. He is now a Capt. and a fine looking boy. He is stationed at Packer Texas!

Had dinner with Ralph Miller the other night. He graduates from OCS tomorrow. I never saw him looking better. He has made a fine impression over there.

It is time to get to work so will have to get under way.

Geo. Baxter dropped in the other day just long enough to say: "What the hell kinda war is this? Only the Air Corps could get an air conditioned building". He is at Fort Sam Houston just outside of San Antonio.

I'm concerned about the clipping. We are starting to miss the boat just like we did after the last war.

Sincerely
Ed.

May 8, 1945.

Dr. R. I. Canuteson, Director,
Health Service,
Watkins Memorial Hospital,
University of Kansas.

Dear Dr. Canuteson:

Thank you so much for your letter of the 8th instant.
I heartily concur with your opinion.

At a very early date I would like to have you take lunch
with our group before we meet with Dean Lawson and the Chan-
cellor. Henry Shank, Ray Kanehl, Reg Strait and I could dis-
cuss something at luncheon time with you that might help us
when we meet with Dean Lawson and the Chancellor.

If you think well of this, just say the word and we will
meet some noon with you and with them as my guests.

I am strong for a comprehensive and a team-work program
combining the functions of health service, physical education
and health education.

Sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

UNIVERSITY OF KANSAS
HEALTH SERVICE
WATKINS MEMORIAL HOSPITAL
LAWRENCE, KANSAS

May 8, 1945

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

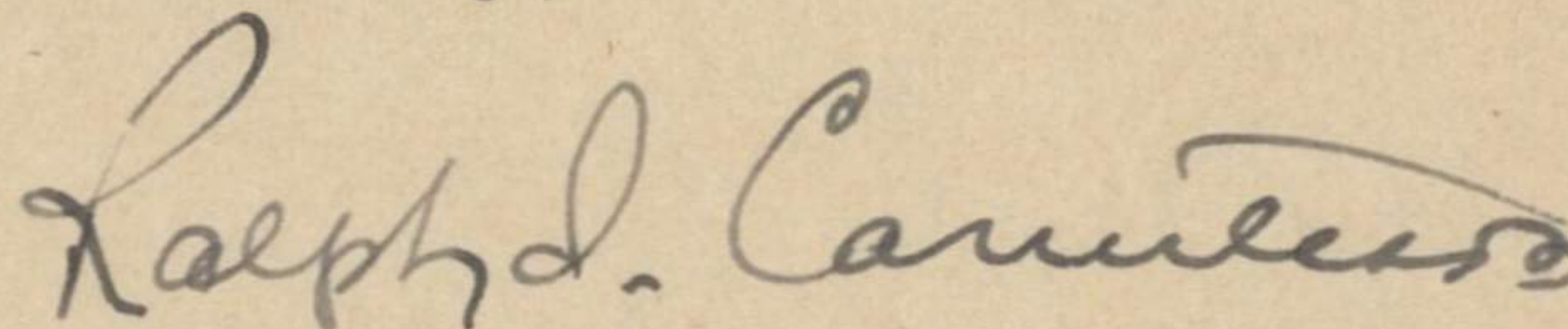
Dear Dr. Allen,

I have just returned from the Council Meeting of the American Student Health Association in Minneapolis, where the question of "physical fitness" was a major topic. It is gratifying to learn that the reorganized physical fitness committee is preparing a booklet to replace the series "Physical Fitness Through Health Education" - etc. - which will outline the problem from all angles.

I do not believe, and I do not mind having this in writing, that we should junk our physical education plans. Junk the obstacle courses, yes, but not sensible graded physical exercise and recreational sports. The University of Kansas should take the lead in combining functions of health service, physical education and health education that will make the University of Kansas students cognizant of the importance of a complete health program, whether they go out to teach or to follow other pursuits.

We should discuss this with Dean Lawson and the Chancellor at an appropriate time.

Sincerely,



Ralph I. Canuteson, M.D.
Director

RIC:k

April 30, 1945.

Dr. R. I. Canuteson, Director,
Student Health Director,
University of Kansas.

Dear Dr. Canuteson:

I enjoyed reading the carbon copy of your letter to Mr. Willard E. Givens, Executive Secretary of the National Education Association of the United States.

I certainly agree with the importance of the things outlined in your letter, namely, that healthy parentage, adequate food, decent living conditions, and so forth, are all given in their rightful order. However, I believe it needs to be said that we would have many fewer rejections if our physical education started in the grades and the junior high school rather than in the high schools and the universities.

I remember Dick Barber and Don Hults, two lawyers in Lawrence who were drafted. They took their physical conditioning in the army, and both were in the hospital. They wrote back that their education in the University and Lawrence high school was from the ears up, and not from the crown down.

The universities will not have compulsory physical training after this war unless the American Legion sees to it that they have it. Frankly, I am for it and have been because the only way people will keep fit while they are growing is to provide facilities for play and then see that they get it.

I will be glad to discuss this with you at the first opportunity. Thanks for the letter.

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

April 27, 1945

Mr. Willard E. Givens, Executive Secretary
National Education Association of the United States
1201 Sixteenth Street, N.W.
Washington 6, D. C.

Dear Mr. Givens,

The attractive brochure EDUCATION -- a mighty force has been on my desk for some time and finally I have completed reading it between patients.

It seemed to me to be well written on a high-priority subject and filled with incontrovertible facts, but when I came to page 5 I wondered whether the analysis of education and its needs should not start at home. I refer to the still-perpetuated idea that physical education has anything to do with the avoidance of physical defects which result in selective service rejection. Analysis of the causes of selective service rejection reveal that less than 2% of the rejectees may have been improved by physical education. On the other hand, probably (I say probably because the complete breakdown of causes of rejections is not, so far as I can determine, available for public use) more than 2% have been rejected because of disabilities incurred in physical education activities, including competitive sports. In proof of this, witness the make-up of the present day college competition athletic teams.

Do not misunderstand me; physical education is important. But it is only one small, one lesser cog in the problem of good health and physical fitness. Basically the needs are, after healthy parentage, adequate food, decent living conditions, health education, therapeutic and prophylactic medical and dental care, and physical education as a means of improving physical skills and recreation.

The National Education Association is in a position to understand and lead in this health program, but it has always stressed the European school of thought: health through physical education. That is not the answer. It may have been in countries where there was no more to offer; but it is not the solution here.

Sincerely,

Ralph I. Canuteson, M.D.
Director

I may be alone in my crusade but there's nothing like a small crusade to keep up one's morale! I hope I can have your agreement, and I can really have a program!
BIO:K K.H.
cc to Dr. F. C. Allen R.I.C.

April 30, 1945.

Dr. R. I. Canuteson,
Director, Student Health Service,
University of Kansas.

Dear Dr. Canuteson:

I am answering your letter of March 28, a copy of which you sent to Chancellor Malott and Dean Lawson. At our budget meeting a couple of weeks ago this question was brought up indirectly. Dean Lawson said that the Chancellor was already excusing all the discharged soldiers from taking physical education.

I said, "Well, they are all 4-F now anyhow, or they would not be discharged."

Then he said he was sure that they would not have compulsory physical education after the war. I said to him, "Well, I am sure that that is the educators' viewpoint now because the deans before the war were so against compulsory physical education even with the war crisis on. And it would be an unusual reaction for them, as I view their thinking, to swing over for compulsory physical education during peace time."

But I am convinced when the legions of American boys get back that the American Legion may force this down the educators' throats. They are the boys that have been in it and have known their lack of physical condition when they got into the service and their fitness now.

Henry Shenk and the other men on the staff have a plan for a course in restricted physical conditioning whereby no student would be exempt for physical reasons. I am going to make a date with you some time, and Henry and I will sit down and chew the fat. At that time we can take up this question for discussion as to a definite interpretation as to which one of the groups you describe should be excused from physical conditioning.

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

UNIVERSITY OF KANSAS
HEALTH SERVICE
WATKINS MEMORIAL HOSPITAL
LAWRENCE, KANSAS

March 28, 1945

Dr. F. C. Allen
Department of Physical Education
University of Kansas

Dear Dr. Allen,

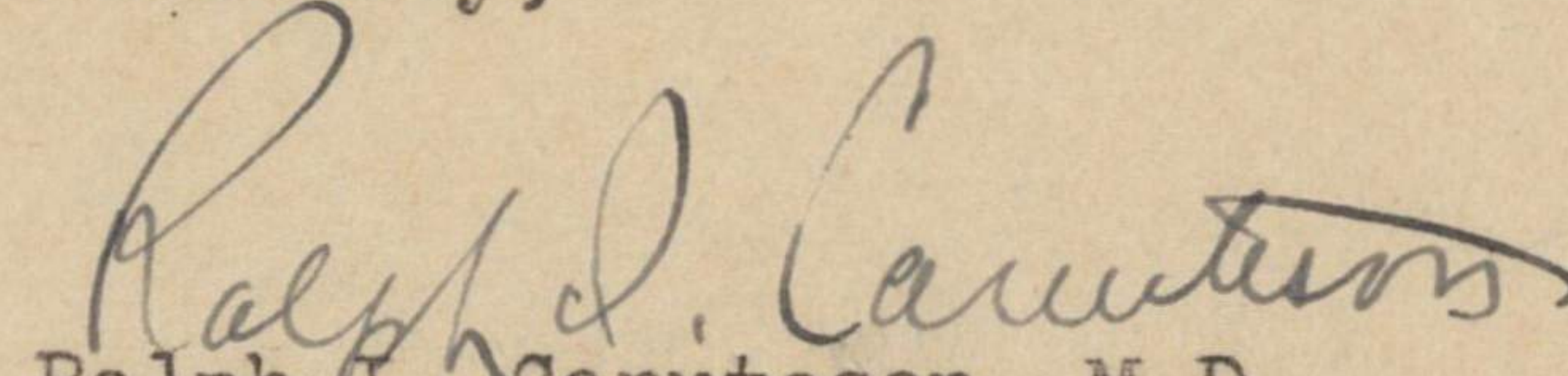
Mr. Shenk asked me to check the physical examination records of the civilian candidates for football. In doing so, I find that of the sixteen candidates three are 4F and four are 1 C.

On the basis that the present physical conditioning course was established to prepare men for military service, we have been excusing from gym men who were classified 4F or 1C. If these men are unable to participate in regular gym classes, are they able to play football, which combines many types of strenuous exercises?

This question needs clarification, both for the boys who want to go out for football and basketball but who do not want to take gym and for the boys who are 4F and 1C who just want to get out of gym. I believe that some of the rejected men are able to take gym and play in competitive sports; some want to go out for sports but should not be permitted to do so and many want to get out of gym but still claim to be able to play football and basketball.

Might not this question be taken up for discussion leading to a definite interpretation as to which ones of this group should be excused from physical conditioning.

Sincerely,


Ralph I. Canuteson, M.D.
Director

RIC:k
cc to Chancellor Malott
to Dean Paul B. Lawson

June 8, 1945.

Dr. R. I. Canuteson, Director,
Student Health Service,
University of Kansas.

Dear Dr. Canuteson:

You have helped us so much in our physical education planning so far that I am writing you the digest of the best opinion of Coaches Shenk, Kanehl, Strait and Schaake, as well as myself. I have had several letters from Dr. Elbel from time to time, wondering what we were going to do in the post-war situation. I am hoping with your help that we can submit something to the powers that be that will be a great advancement over what we have ever done heretofore.

I believe if our liaison could be close enough between the Health Service and the Department of Physical Education that these rejects which we have had can be incorporated in our system in a helpful manner. I assure you that we will be very conscientious in our application of work that you suggest for these men. With the return of Dr. Elbel from the School of Aviation Medicine, I believe he would be ideal to supervise and classify these men that you send over with your recommendation.

I was visibly impressed with the story you told about the boys with cardiac trouble being under a substitute instructor who was giving boxing lessons to these fellows. I can assure you with our proposed set-up nothing of this nature will happen.

I asked Coach Shenk to serve as chairman to get the composite ideas and to put them in form so that we might have you carefully examine them and offer any additions, subtractions or suggestions that you might have to offer. This is all preliminary to our meeting with the Chancellor and Dean Lawson after we have gotten the bugs out of this machinery.

Long before I should have written you expressing our gratitude for the most exceptional luncheon you served our group. All the men were unanimous that this was the best luncheon they have had this year and we are indebted to you. Thank you so much.

I am hoping that from now on out we can have the fullest and friendliest cooperation in every way, and I am sure that we will have. I appreciate the kindly attitude that your Health Service has shown our department.

I am sending you herewith two copies of the suggestions as outlined by Coach Shenk with the approval of our entire staff. I am leaving for Chicago Sunday to attend the Rotary International meeting next week. I will not return until the end of the week. If you could give this your attention and make pencil notations on one copy for us, I will appreciate it. The other copy you may want to keep in your files. This will save your time.

We are proposing this, if possible, for the coming year. What do you think about it? If you think that is too early, why not work on the post-war era?

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH
Enc.

June 8, 1945.

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