

PHYSICAL EDUCATION FOR HEALTH

Radio Program

May 25, 1939

"Personality and Character development in Physical Education"  
(Dr. V. W. Lapp)

Physical Education is usually thought of as being the work carried on in a gymnasium, and athletics are usually considered as consisting of the major sports that are performed before paid audiences and which receive the publicity to be had in the sport pages of the newspapers. However, the term physical education includes athletic and gymnasium activities as well as other physical activities performed on the play grounds, parks, etc.

When I say physical education has in its program greater possibilities for personality and character development than any other subject in the curriculum, I mean that athletics are to be included as a part of physical education. Let me repeat the statement in another way. I believe that the teacher of physical education has greater possibilities for doing good in the development of character than any other teacher in a public school system, a college or a university.

I do not want to be quoted as saying that all physical education teachers are actually doing the most good at the job of personality or character building because I know they are not, and it is not so much the fault of the teachers and coaches as it is the fault of those who train these teachers, the fault of those who hire these teachers, and the fault of the public which makes demands on these teachers so that they weaken their own characters and those of their pupils in an attempt to satisfy the public.

Several years ago I wrote a curriculum for a high school and as an introduction I wrote that character is caught, not taught. I thought I had coined a phrase and was proud of myself, but on looking into physical education philosophies I found that others had used this term. However, I am convinced that it is still true. Character is caught and not taught. All the preaching and talking that a man can do on sportsmanship will be of little avail if the ones to whom he is preaching know that when he plays tennis he never gives a line ball to his opponent or that when he plays golf he only counts every other stroke.

In mentioning the word preaching an illustration of this point comes to mind. A young minister came into a town in the fall and built up his young people's work to a very high plane. By spring he was the ideal of the boys and girls and they fell in line readily when he suggested some playground ball teams for the Sunday School. Leagues were organized and this young athletic preacher pitched for one of the teams in an older league. All lost respect for this man because every ball was a strike and every man was out. The umpire was never right, etc. This minister lost in two weeks of playing all the good he had preached into his church flock in six months. His usefulness was over.

I repeat, character is caught and not taught. May I illustrate the power of imitation? Only last fall a little incident brought this forcefully to my mind. A little three-year-old boy clad only in a small undergarment was seen kicking a box about a vacant field. It was very funny and the neighbors called the child's mother who captured him and, after getting the rest of his clothes, took him home. When asked what he was doing he said he was playing football, and after much questioning it was discovered that he had seen two men playing catch and one had taken off his shirt. He too had taken off his blouse to play, but his clothes were so constructed that his pants came off with his blouse. A harmless incident, yet the

two adult ball players never gave a thought to the little fellow and his reaction to the removing of a shirt.

Our every public action makes an impression on some one. This is truly an integrated society where each of us is called upon to be our brothers' keeper.

The result of imitation on the mind and action of a player can be shown by some more actual happenings. The man I am going to talk about we will call Mr. Black. This man, possessed of a very quick temper, was playing football in a small college. In a game his hand was hurt and a white bandage was placed upon the injured member. A few plays later he came up from the bottom of a pile and squared off and hit one of the opposing players with the hand that was clothed in white cloth and tape. The bandage was like a flag. The officials and most of the spectators had their eyes attracted to the swinging fist. The player left the game by request and the resulting penalty placed his team in the hole, athletically speaking. The incident did not end there. The following Sunday afternoon my friend was walking with others past a vacant lot. There a group of small boys were playing football to the best of their ability. The college boys stopped, unobserved, to watch the play. One young boy took the ball and said, "I'm Jones", a local fullback and plunged into the group head down. A play later another boy said, "I'm Smith", and he tried a kick such as the local college kicker used. A third boy said, "I'm Black" and hauled off and hit a player on the other side.

The power of example is indeed strong and after witnessing the episode my friend said that he never felt so ashamed of any act in his life. "Never again", said he, "will I conduct myself so that some young boy could not repeat what he saw me doing".

Character is developed by action and not by words.

This friend became a teacher working with high school boys. He became a very successful physical education man and his teams won a high percentage of their games. During a 600-mile automobile trip with four others of us in the same profession a debate arose on the point of the intentional foul in basketball. The same man claimed the spirit of the rules did not intend that one foul purposely, and for that reason he would not coach a deliberate foul. He insisted that any boy on his team so doing would be removed from the game. He had learned well his experiences as a player.

What is the effect on the boys who are coached by a man of this type? I happened to become well acquainted with a young man who played football under aforementioned friend. I told this young man that his coach had taken a position that demanded his time to such an extent that he would not be able to do any direct work in physical education with boys. His answer was, "It is a crime against society to take this man away from boys". He went on to relate a story about a game which was to decide a championship. His boys wanted to win, he wanted to win, the school wanted to win and the town wanted to win. Before the game started he told the captain of the team that he expected them to win and to do so fairly. He told this captain in front of the team that he, the captain, must not foul as he sometimes did when the going was tough. The captain said he would do his best to play cleanly. During the first half with the opposition going on a touchdown drive, the captain slugged a boy in a pile. It happened where the coach and substitutes could see it, but the official missed the act. A substitute was sent in and the captain warmed a spot on the bench for the remainder of the game. The game was lost and the

captain told the coach and teammates he was sorry and had learned a lesson he would never forget. The boy had not forgotten and as he told me about the experience his voice trembled. He felt that it was a crime against society to deprive boys of the influence of this powerful character.

The physical education teacher is dealing with more powerful desires and wants than other teachers, and for this reason his actions make a more powerful impression. The activities of physical education make it possible for the teacher of these activities to see the pupils under different circumstances than other teachers. If you want to learn the real character of an individual, play with him -- play golf or tennis -- go camping -- watch him under tension. Under these circumstances players and teachers learn to know much more about each other than is possible under any other type of teacher-pupil relationship. Because of this unique relationship, it is necessary that our pupils come into contact with strong characters.

Where can the public find such individuals? The modern physical education teacher training schools have boys of the proper type. But in order to train more of this type, more rigid rules of selection must be followed. The candidate should be as carefully selected as you would select a husband for your daughter. Alas, most of the modern fathers do not select their daughters' husbands. They take what the daughter brings home. Many teacher training institutions take what is brought to them. After the star athletes have been with them for the allotted number of years, they are stamped with a degree and turned over to those who hire teachers.

Those who hire teachers should check up on character qualifications. If they want an individual who can win 100% of their athletic events they must look for a rather definite type of individual.

In hiring a coach this slogan should be adopted -- We want to hire a coach that is a man.

When a coach is put under pressure by the public and he knows that he must beat Po-dunk every year or lose his job. What is the result? The result is that John, who has an injured leg is permitted to play a little sooner than he should. The result is that the history teacher must pass John so that Po-dunk can be beaten. The result is that John is taught how to knee an opponent so as to remove the Po-dunk star from the game. John is taught how to trip, how to slug, how to push without getting caught. In short, John is learning negative character by a very powerful method. Character is caught from the action of this teacher who is a victim of a mis-guided public.

M. V. Thisted, in a study called "College Alumni Evaluate Inter-collegiate Athletics", found that men who had graduated from professional schools who had participated in basketball and football enjoyed a larger income than non-athletes. He also found that those who played on teams that lost more games than they won enjoyed a greater income than those who played on teams that won more games than they lost. It seems that the boys who had the character to play in spite of being on a losing team had the character traits necessary to produce the larger income.

I am not trying to build up a case for not trying to win games. Far too many teachers talk about building character, only when they know that they are not producing a winner.

I know a successful baseball coach who had won a championship and the following year he was left with only a small handful of letter men. When asked about his chances of retaining his championship he replied, "This is my year to teach character". It was said jokingly, but it nevertheless represents the attitude of too many teachers in the profession of physical education.

If ~~the~~ public wants teachers who can win and win cleanly, then they must make their demands known. The school board members will search for such men and in their search it will become impressed on those in charge of teacher training institutions that selection is necessary. The public gets what it wants from our tax-supported institutions - if it talks loud enough.

Let us not look at winning as the prime achievement, but let us say, "Did we win fairly." Let us have more of the type of men in the physical education field whose leaving would be a crime against society.

PHYSICAL EDUCATION FOR HEALTH  
Radio Program

March 30, 1939

"Physical Education for Fun" - (Miss Jane Byrn and  
Miss Virginia Bell.)

- Miss Byrn      Miss Bell, you have chosen physical education as the field of education in which you wish to specialize. I assume that in the near future you hope to have the opportunity to assume leadership in this field.
- Miss Bell      Yes, Miss Byrn, it is my plan to become a teacher of physical education. That is the end toward which I have been working and studying for two years.
- Miss Byrn      Then, you have almost reached the half-way mark on the path that leads to the completion of your training. Now, a half-way mark always seems a place to stop for a moment and look back down the road already traveled. It affords a vantage point, to evaluate our past learning and ~~point~~ experience in view of the path that now lies partially revealed to us.
- Miss Bell      Yes, Miss Byrn, reaching the half-way mark enables you to see and understand the way you have come with a new clarity, a new perspective. For the most part, I know I am here because I have been caught in a group beginning training together with a single common interest - that of play. Play was vital to each of us because of remembered experiences in which we enjoyed a measure of success. Some of us were members of championship basketball teams in high school. One of our group tumbled into the field of physical education -- literally tumbled, because it was the only type of physical activity offered in the school attended. In each case, the measure of success we experienced in doing various physical activities, the thrill of participation, the comradeship within the group, the personality of the teacher with whom we worked -- all were such that we were directed toward a teaching career in the field of activity that afforded so much pleasure.
- Miss Byrn      The reasons that students have for choosing the field in which they wish to specialize are sometimes surprising. One of your class, Virginia was the victim of an auto accident, when she was a child, resulting in injuries which would make participation in physical activities an impossibility -- at least that was the verdict of the family physician. She is today a competent performer in all the activities of the department, simply because she refused to give up and worked constantly toward overcoming a handicap which might have blighted her whole life.
- Miss Bell      It would be interesting to know all the reasons lying back of each girl's decision to ~~train~~ for a career as a teacher of physical education. I know that there were five girls who graduated in my class in high school who made this choice and I am inclined to believe that the instructor in our school partly, at least, inspired this choice. She was really human. She liked to do things, and she always looked happy. We vied for her favor and a word from her, commending our efforts, sometimes made the difference between just another day and a successful day. Then too, we learned so many different activities that almost every girl found something she liked to do -- probably because she could do it well.

- Miss Byrn You were fortunate in having the opportunity to learn so many different activities. Many girls come to the University having had very little opportunity to explore the possibilities of various skills. Some girls come from schools where the only activity offered is basketball or tumbling, and if the activity offered is not interesting to every girl or she is not good enough to make the team, her opportunity to participate is lost.
- Miss Bell Well, Miss Byrn, I can easily understand how a girl coming out of a school with such a narrow program might easily learn to dislike physical activities. Almost all of the girls in our high school looked forward to their hour in the gymnasium as a period in which to have a good time. Our instructor was anxious that we have a good time. Consequently, we regarded each new activity as it was presented to us as an opportunity to enjoy ourselves. This was an attitude not present, certainly, in the other classes I attended, and I suppose it was for this reason more than any other that I decided to prepare myself to teach in this field. It looked as if that field of endeavor somehow possessed a guarantee that I should continue to live.
- Miss Byrn Yes, Virginia, I believe that our field of physical education is unique in that respect. Every normal child loves to play. We are not faced with the problem of creating a desire to learn the subject matter in our curriculum unless we have students conditioned unfavorably by previous faulty teaching. Our problem really lies in deciding what it is we wish to accomplish by directing the skills and activities that constitute our program. What things other than skills should be learned in physical education classes? Is the girl who is an expert swimmer or a champion tennis player necessarily "physically educated"? Is the poor sport physically educated, even though expert at games? How about the girl to whom winning is paramount? How about the girl who plays beyond the point of her endurance? Are these girls physically educated?
- Miss Bell No, Miss Byrn, I don't believe we can call our job done when we have taught the skills that constitute an activity or a sport. We all know girls who are so proud of their accomplishment in one particular sport that the opportunities to learn new and stimulating activities are overlooked. These girls have narrowed their appreciations and limited the possibilities of enriching their experience immeasurably.
- Miss Byrn Yes, Virginia, I believe you are right in thinking that the narrowing of one's experience to an appreciation of one small field of activity and thereby attaining a degree of perfection not otherwise possible, is not a worthy objective. It is my feeling that this unfortunate individual is a product of the type of leadership present in many schools. The practice of perfecting techniques -- insisting upon a prescribed way of accomplishing a given end, has robbed much of our teaching of its value and dulled the natural interest of the average student. We lead our instruction with so much detail that the urge to play the game is lost.
- Miss Bell I think that is true, Miss Byrn, but I think we have agreed that the fun of doing things, lies largely in being able to do them well and unless we are instructed in the way of doing an activity most efficiently, it seems to me that much of the thrill of executing a perfect tennis stroke, for instance, would be lost to us.

Miss Byrn

Yes, Virginia, that is a very fair criticism of my statement. But it is my point that in an average class of thirty girls, we assume, because of our natural interest in the activity, that all thirty of the members of that class are interested in developing a game of tennis to the point where they could win the city championship, and I firmly believe that that assumption is not true. Most girls are aware of their individual limitations and they are not interested in gaining the perfection of the professional in the skills they elect to take. Many of those girls just want to have something to do where they can be out of doors. They like the feel of the sun, the vigorous exercise that leaves them pleasantly tired, the comradeship of perhaps just another dub player. Perhaps they just like the appearance they make in these fetching new sports costumes, but if one is seen wearing a natty new riding habit, it's appropriate to be seen on a horse now and then to avoid being ludicrous. It goes without saying that it's not much of a problem to mount a horse, - it's staying on that requires the knowledge of a few necessary techniques. I'm all for educating as many dubs as possible - regardless of the source of inspiration. For once you establish the habit of activity, the desire to perfect that activity will come in due time. No one wants to remain a dub.

Miss Bell

I know a few of my friends in high school loathed the hours they were forced to spend in the gymnasium, simply because their efforts always resulted in a performance below the average of the class and their shortcomings were always obvious. You can take a French examination or one in mathematics and fail in it and no one knows the difference, but you go to a class in physical education and if you can't stand on your head when the rest of the class can, or you can't remember fast enough which foot goes where in a tap dance - you have to advertise your physical stupidity to the whole class. You may be stuck with a math problem, but you can retire to work on that privately in your own retreat and no one's the wiser.

Miss Byrn

Exactly, Virginia. We need to avoid having students leaving our classes with a feeling of failure and defeat. To enjoy a game we don't have to win every game we play. In order to enjoy doing tap dancing we don't have to dance as well as Fred Astaire. I doubt that Babe Ruth experiences half the thrill you feel when you hit that occasional home run. We have the chance to give the young people with whom we work some of the best ammunition for successful, well balanced living that can be had and we make the hour they spend in our classroom so unpleasant with ugly associations of failure that we defeat ourselves and perhaps do the student immeasurable harm by discouraging any future impulse to explore new fields of activity. When you observed the work being done in the tap dancing class the other day, Virginia, I'm sure you couldn't have failed to notice one young man in the class - the one who always appears to be doing solo work.

Miss Bell

Yes, I remember him. I think I have not seen anyone in a long time who appeared to be so thoroughly enjoying himself.

Miss Byrn

Did you, in the entire period of activity, see him execute one single step perfectly and in time with the music?

Miss Bell

No, I can't say that I did.

Miss Byrn He kicked higher than anyone else in the class, didn't he? He expended twice as much energy manouvering his feet in the prescribed direction. There is no doubt in my mind that he was getting all the exercise possible, which was a great deal more than necessary, out of the activity. When the class had finished the routine, he still had two measures of pattern to do - which he did - apparently blissfully unaware that he was guilty of any invention over the original theme.

Miss Bell Well, you certainly can't say that he wasn't having a good time.

Miss Byrn Yes, Virginia, he was having a wonderful time. I happen to know that it took no small amount of effort for this boy to muster up enough courage to enroll in this class. If he had from the beginning been openly criticised for his mistakes and made to feel ridiculous, it would take just about three times as much courage for him to elect to take another activity in which he might meet with the same difficulties. In his case, to have demanded that he perform perfectly or even meet the average performance of the class would have been asking the impossible. He may never learn to tap dance, but he is not being punished or ridiculed for seeking to know. Another time he may happen to choose an activity that fills his needs and conforms to his abilities so well that the activity might become a life-long hobby.

Miss Bell You believe, then, Miss Byrn, that we encourage physical illiteracy by demanding a standard of performance often beyond the capacity of the student to perform, thereby making the whole business so distasteful that we defeat our own purpose.

Miss Byrn Yes, Virginia, that is my belief, and it seems to me that we have failed in our job if we have not helped each individual in our class to attain the maximum perfection of skills of which she is capable, without killing her interest by insistence upon detail. We have failed if the student does not leave the class having had such a good time that she is anxious to come back for more of what we have to offer. We have failed if we have not made the experience of learning the activity being taught so pleasurable that the student is anxious to explore other unknown areas of experience. We have failed if we have not made her aware of the values of continuing physical activities - after leaving school - and the possibilities of enriching her hours of leisure.

It is small wonder that we find America sitting on the sidelines - at the races - at the games - at the movies. There they can buy the thrill of competition without having to know personal defeat or accept the responsibility for failure. There they can be a success. We have been the merchants of failure. We need to remember, we need to teach, that not to win, not to fail -- but to play the game is the thing. Let's have physical education for dubs. Let's have physical education for fun.....

PHYSICAL EDUCATION FOR HEALTH  
Radio Program

March 23, 1939

"Characteristics of the Adolescent Age"

(Miss Ruth Hoover and Miss Joie Stapleton)

- Miss Hoover      In the field of teacher training in Physical Education, more time is being devoted to the study of the child and his needs before planning the activities for the particular group to which the child belongs. Tonight, Miss Stapleton, since most of our students work with the adolescent, shall we discuss some of the characteristics of this particular age?
- Miss Stapleton    Certainly, Miss Hoover, for unless we understand the adolescent and the problems he faces we will not be able to successfully help him.
- Miss Hoover      What do you mean by the adolescent period?
- Miss Stapleton    Well, Miss Hoover, various terms have been used to describe this age. Some of them are: awkward period -- silly age -- time of storm and stress -- gawky period -- greenhorn age. I like to think of adolescence as the transition period - the period when the individual changes from childhood into the adult stage - a definite period of growth.
- Miss Hoover      These are interesting descriptions of the period. Miss Stapleton, are there any problems peculiar to this age?
- Miss Stapleton    Yes, Miss Hoover, there are. Dr. Carolyn Hedger of the McCormick Foundation has made quite an intensive study of Adolescence and lists the following seven conflicts as being the ones confronting this age group:
1. Family - in some things the youngster is treated as an adult, yet when he wants to assume the adult status in such matters as driving a car he is told that he is only a child.
  2. Play - up to the age of twelve, most of his play activities have been planned for him. Now he must begin to assume responsibility for his own leisure.
  3. School - In school he takes up new subjects, finds a new attitude and is put more on his own. The Junior High school is the shock absorber for the more informal organization of the senior high school.
  4. Church - Interest in the church is at a peak during this period of a child's life.
  5. Industry - The protected child does not know about this part of living, but receives an introduction to it through the vocational subjects.

6. The State - Through the social studies the introduction to the various workings of government is made and the child begins to see his place in this picture.

7. Opposite sex - A definite interest in the opposite sex develops during this age and those who up to this time have been just playmates, assume a different place in the child's life.

Miss Hoover You speak of treating adolescence as an individual growth period rather than the 12-19 year age?

Miss Stapleton Yes, that is necessary, for there is a great difference between the chronological age and the physiological age. The latter is far more significant, for then we can see how the child has progressed towards maturity rather than how old he is in years. Every child has his own particular growth pattern to fulfill, but there are some common denominators.

Miss Hoover What do you include in those common denominators, Miss Stapleton?

Miss Stapleton We might think first of the skeletal system. The adolescent period is the second largest growth period in the child's life. There is a definite growth in the long bones, the chest enlarges at puberty in common with the rest of the skeleton and there is a corresponding increase in the lung capacity. On the other hand the internal ear is of adult size at birth and the cranial cavity is nearly adult in size at six years. Girls have nearly their adult height at 16, while boys reach theirs a few years later. It is now possible to determine the bone age of an individual by observing the ossification centers revealed by the x-ray.

Miss Hoover I think that is all very important for one interested in working with adolescent boys and girls to know. Especially do I think so for the physical educator. Since the bone growth is affected by stresses placed upon the skeleton, it is vital that posture be of the very best during this growing period. Correction of faulty posture or of malnutrition early in the growth period will do much to promote normal bone growth.

Miss Stapleton Since there is such a close tie-up between the muscular system and the skeletal system in posture, we might pause here to see the main causes of faulty posture in adolescence. What do you consider these to be, Miss Hoover?

Miss Hoover Possibly these six are the main causes of faulty posture in adolescence:

1. Insufficient exercise to maintain muscular tone.
2. Fatigue from insufficient sleep.
3. Malnutrition.
4. Over-exercise
5. Too crowded days.
6. Recent infectious disease.

Miss Stapleton Another system of the body that seems very important to me, Miss Hoover, is circulatory system. The relation and balance of the body and the heart is bad during adolescence. The heart is narrow

and growing so that there is often circulatory instability. In planning a program of activity for the boy or girl during this period, this factor should receive much consideration. A modern program of physical education requires an examination of the heart before one can enter strenuous activity.

Miss Hoover Can you tell us something of the glandular development during this age, too, Miss Stapleton?

Miss Stapleton One author has likened the interdependence of the glands to that of a symphony orchestra. "In the orchestra, the strings, the brasses, and wind instruments all have independent functions; yet they are all under the influence of the leader and harmonize in the orchestral effect. If he is a poor leader, the result is a poor orchestra. On the other hand, if a first violin plays off tune after the concert has started, the best director in the world cannot prevent the discord. In the endocrine system the pituitary gland is the orchestra leader." The pituitary gland is a small gland about the size of a pea and it weighs less than two aspirin tablets. This gland has much to do in the control of the other endocrine glands. If the pituitary gland, especially the frontal lobe, is out of order, growth will not be normal.

Miss Hoover What about the other glands in the endocrine system?

Miss Stapleton The development of the primary sex cells in adolescence makes possible the individual becoming a parent. In addition to the primary sex cells there are hormones that determine the secondary sex characteristics.

The adrenal glands produce the hormones associated with pain and fear. Superactivity of these glands makes the impossible feats possible when one is over-excited.

An over activity of the adrenal cortex is thought to develop secondary male characteristics in girls.

The thyroid gland is intimately associated with the general level of activity of bodily function. Excess thyroxin causes a person to be excitable, nervous and overactive, while a deficiency of thyroxin causes the individual to be fat, heavy in both mind and body.

Miss Hoover From what you have been telling of the endocrine system the emotional make-up of the individual is closely related to an endocrine balance.

Miss Stapleton Yes, such reactions as

1. Breaking out in a cold sweat
2. Sudden pallor
3. Stopping of the saliva flow
4. Dilation of the pupils of the eye --- and
5. Rapid beating of the heart

are all reactions that we often see in the adolescent, without just provocation.

Miss Hoover What are the most common diseases of this period, Miss Stapleton?

Miss Stapleton Next to accidents, the greatest single cause of death during the adolescent period is tuberculosis. The unfortunate fact is that there has been but little decrease in the control of tuberculosis with this age group.

Miss Hoover What steps, if any, are being taken to correct this condition?

Miss Stapleton With the aid of the tuberculin test the presence of germs of tuberculosis in the body is now readily determined. A follow-up of a positive reaction with an x-ray chest plate will show whether the disease is in an active or arrested form. Some schools are modifying the program of activities for those children with positive reactions to the tuberculin test. Such provision as open air rooms, shortened schedule of classes, covering the four year course in five or more years, a rest period and various other methods are being used to help the child stay within the bounds of his physical ability.

Miss Hoover From our discussion then, Miss Stapleton, these seem to me to be the needs in helping the adolescent make this new adjustment:

1. The child should be given a share in planning his life.
2. All questions should be answered honestly.
3. Since his activity needs a chance to broaden he should have such an opportunity provided.
4. Rhythmic exercises, dances, swimming and such activities should be provided to help establish the new physical adjustments.
5. There is a tendency to cardiac dilation due to strain, which should be carefully watched.
6. Plenty of sleep, plain food, and outdoor exercise is necessary.
7. The desire for excitement should be satisfied with wholesome enthusiasms if development is to be normal and healthy.
8. Life should be full; a healthy body, mental occupation, and an abundant outlet for physical, aesthetic, social and ethical nature should be provided.

Miss Stapleton Yes, Miss Hoover, those seem to me to be definite needs if we are to help the adolescent boy and girl make a fine adjustment.

Among the Sioux Indians in the frontier days there was a lovely custom. Always, when an Indian was to leave the frontier of his tribe and travel for a little while in the country of another Indian tribe, on the night before he left, he would be compelled to meet with the chiefs of his own tribe and sit with them around the campfire. And then, late at night, standing silhouetted against the dying flames of a dying campfire, he would be compelled to lift this prayer: "Great Spirit, help me never to judge another until I have walked two weeks in his mocassins."

Surely understanding is the paramount need of those who are teaching and working with the adolescent.

PHYSICAL EDUCATION FOR HEALTH  
Radio Program

March 16, 1939

"W.A.A. PROJECTS"

- Bell Miss Hoover, Irene and I have been spending a great deal of time on arrangements for the W.A.A. Play Day at K. U. this spring, and we think it would be interesting if you would tell us something of the origin of the Play Day.
- Hoover The Play Day began at K.U. back in 1922 or 1923, and was sponsored at that time by the Community Recreation class. It was assigned as a project for the class, and the activities were planned by the class members.
- McAdoo How many girls attended the Play Day at that time, Miss Hoover?
- Hoover About 75 girls came for the Play Day then, and those girls - usually high school seniors - certainly had a wonderful time.
- McAdoo Yes, I've been told that the girls were invited to come on Friday night, and the different sororities would entertain them. It must have been a big event in their lives. It really was an honor, too, to be chosen as one of the girls to come to K. U. for the Play Day, because they had to meet certain requirements in high school to be eligible.
- Bell In those days, too, the girls were guests at the Kansas Relays in the afternoon. They came on Friday night and registered, and then Saturday morning they had their Play Day activities. Irene, you are chairman of Play Day activities this year. How does it happen that the Play Day is scheduled for April 22, the same day as the Kansas Relays?
- McAdoo We had not planned to have the Play Day the same day as the Relays, but due to an incorrect date in the K Book we found both events were planned for the same day. After writing to different high schools we found that the majority of them wanted to have the Play Day Saturday morning, and then the girls could attend the Relays in the afternoon. The girls will register from 8:45 to 9:15 in the morning, and then the play activities begin.
- Bell Now, getting back to the origin of the Play Day, Miss Hoover. When was the sponsorship changed from the Community Recreation class to the Women's Athletic Association?
- Hoover Well, Virginia, in 1925 the State Women's Athletic Association took over the Play Day project. The state was divided into sections, each college and university being allotted certain counties. The girls in the high schools in these counties are invited for the Play Day. It was in 1927 that the change was made to a one day program, as we have it now.
- Bell I imagine the chaperones were being made gray-haired trying to keep track of their charges when the girls came on Friday night.
- McAdoo Yes, they were, Virginia. That was one reason for making the change of days. Miss Hoover, would you tell us something of the different types of Play Days?

- Hoover Well, Irene, there are five types of Play Days. First, the college play day between colleges located within a radius providing ease of transportation. Then, there is the play day sponsored by a university athletic group or physical education department for high schools. Our play day here comes under this plan. Third, there is the play day at which several high schools participate, playing on a rotary basis at different high schools each play day. Also, play days are sponsored by high schools for 8th grade girls; and fifth, there are grade school county play days, and industrial play days. The fundamental principle of any play day is "playing with rather than against the girls from other schools."
- Bell Miss Hoover, it seems to me that these play days give every girl in high school a wonderful opportunity to play with girls from other schools without unnecessary strain or intensive training. The boys, of course, have their football and basketball teams, and play against teams of other high schools.
- Hoover Yes, Virginia, the play days have grown from the need of the great group of girls for play. Inter-school competition offered an opportunity for only a small percentage of specialized players whose skills were developed by hours and hours of practice and training. The foundation principle for ~~the~~ play day idea is found in the platform of the National Amateur Athletic Federation and resolutions drawn up in 1923. That platform states the women's division "believes in spirit of play for its own sake, and works for the promotion of physical activity for the largest possible proportion of persons in any group in forms suitable to individual needs and capacities, under leadership and environmental conditions that foster health, physical efficiency, and the development of good citizenship."
- Bell Irene, how many girls are you expecting for our Play Day this year?
- McAdoo Last year there were between 140 and 150 girls here, and I think we will have about the same number this year. You know we limit the number from each high school to ten girls, but if a school requests that they bring more girls we usually give them permission.
- Hoover Yes, and many K. U. graduates who are teaching in vicinities other than the section allotted to the University of Kansas often ask to bring their girls to our play day. Ruth Pyle, of Shawnee Mission High School, Catharine Dunkel, of Coffeyville, and Ruth Baker, of Salina, have asked to bring their girls.
- Bell Irene, I think it would be interesting if you would tell us some of the activities planned for the Play Day.
- McAdoo Well, the girls are divided into color teams, each team consisting of 10 or 12 girls. The girls are not playing as a school team, but as a color team, carrying out the idea which Miss Hoover mentioned - "playing with rather than against the girls from other schools." Then a K.U. girl, a member of W.A.A., is captain of each color team, and at each game a K.U. girl officiates. The game schedules vary from year to year, but usually include baseball, volleyball, deck tennis, and the challenge hour is thrown open to darts, stunts, free throws, jacks, tether ball, tennis, horseshoes, badminton, hopscotch, and so forth.
- Hoover Folk dancing has been added to the program for the last 4 years, and it

has become very popular. Luncheon is served the girls at noon, buffet style in the gym, and after luncheon there is usually a program consisting of stunts from different schools, and the folk dancing.

The final event is the relays, and there is really a lot of excitement among the girls over this event. Points are given to each team for winning, both in team and dual activities, and awards are given to the team winning the most points for the day.

- Bell I think you've left out one of the most important events of the program, Irene. And that is the selection of the posture queen. You know, each color team picks a girl from their group whom they consider has the best posture, and then from all of these team winners a girl is chosen by a qualified committee, and crowned as posture queen. This gives the girls and their teachers something to work toward all year, and there is a real incentive to develop good posture.
- McAdoo Yes, Virginia, I think that is a very important event. Miss Hoover, just what is the difference between "Sports Days" and "Play Days"?
- Hoover Play Day is often confused with the term "Sports Day". There is much similarity, but the main difference is that in a Sports Day program the teams all play the one and same sport, - as a hockey sports day, means that all teams are playing a round-robin tournament in hockey. A Play Day has many different games and activities on its program.
- McAdoo We've been discussing all these play activities for high school girls, but it seems to me we should mention some of the games that we University girls indulge in. You know our intramural games are pretty important to us. Miss Hoover, do you know which sport started intramural competition among the girls?
- Hoover Basketball seems to have been the game, Irene, which started intramural competition at the University of Kansas. As far as any records I can find, back in 1920 four or five sororities took part in these basketball games with the Kappas and Pi Phi's vying very strongly for honors in the final game. Men coaches were handling the teams and interest seemed to be only on the idea of winning that game, no matter what the cost. Today we stress the idea of playing for the fun of playing, win or lose, and discourage men doing any of the coaching.
- Bell Baseball is very popular in intramurals now, Miss Hoover. When did that sport enter the program?
- Hoover In 1923 baseball was added to intramural play, and a continual increase in interest has found the program of today including the team and individual sports of basketball, volley ball, baseball, deck tennis, basketball, free throws, tennis, horseshoes, ping pong, handball, darts, golf and swimming.
- Bell It might be interesting to mention, Miss Hoover, that all of our team games are played off in a round robin tournament; that is, the teams are divided into leagues, then each team member of each league plays all the teams of that league. The winners of each league then play each other for the championship.

- McAdoo Yes, and in the individual games of tennis, darts, golf, and handball an elimination or ladder tournament is used. This is necessary because of the large numbers competing, but it is not so satisfactory because after losing a match the contestant is eliminated. In horseshoes, deck tennis and ping pong both types of tournament are used.
- Hoover When intramurals were first instituted in 1920 there were probably 20 or 30 girls playing in the basketball games. Last year the number of girls taking part in the intramural program was about 400 different girls, with entries in all the sports, totalling about 1450. All the active sororities, of which there are 9, Corbin Hall, Miller and Watkins Hall, and 4 independent teams, that is - girls who do not belong to an organization, participate in the intramural program.
- Bell Miss Hoover, I wonder if you would explain just how the awards are made in intramurals.
- Hoover Awards are given to the winner of each sport. If the sport is won by an organized group small trophies are awarded; if the winners are in independent group small individual bronze intramural medals are given. A bronze medal is given to each girl who is the winner of the individual sports. Two championship bronze medals are given to the two girls, one from the organized houses and one from the independent group, who have made the most points throughout the year. A large all-year championship cup is given to the group which has made the most points throughout the year. The big championship cup must be won three years in succession to be permanently retained.
- McAdoo What groups have been successful in winning this large championship cup, Miss Hoover?
- Hoover In 1936 the Kappas won the large trophy for the third successive time. And then in 1937 and in 1938 they again won the new championship cup, so they now have only to win this year's events to retain the second large cup. The Pi Phi's, Corbin Hall, and the Chi Omegas were next in order for the final trophy in 1938. To date in the 1939 program the Pi Phi's are again leading, with the Kappas and TNT close on her heels. Participation is especially stressed in earning the all-year trophy.
- McAdoo Well, Miss Hoover, how about these class teams? How are they chosen?
- Hoover After the intramural tournament of each team game is completed, the outstanding players of all the groups are chosen for class teams; that is, a senior, junior, sophomore, and freshman squad is picked, and an entire class tournament is played, with the participants being given points for W.A.A.
- McAdoo Virginia, I'd like for you to tell us something about "points for W.A.A." which Miss Hoover has just mentioned.
- Bell Any college girl is eligible for membership in W.A.A. who has been in school a semester, made an average of C and earned 125 W.A.A. points. Some of the ways these points may be earned are by intramural competition, by playing on class teams, by belonging to Quack Club, Tau Sigma or Rifle Club. Miss Hoover, what would you say are the most popular sports for

girls in intramural competition?

Hoover

I should say that volley ball, baseball and swimming are probably received most enthusiastically by the girls. I think volley ball is one of the best intramural games, for it can be played with enjoyment without highly developed skills. The girls are always anxious for baseball to start. I do not know whether it is the spring weather or the game itself. But I do know they do many amazing things with that bat and ball.

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PHYSICAL EDUCATION FOR HEALTH  
Radio Program

March 2, 1939.

(Miss Ruth Litchen, of the School of Education, and Mr. Herbert G. Allphin, of the Department of Physical Education.)

- Mr. Allphin        Since you and I are supervisors of student teachers in the School of Education at the University of Kansas, I thought it would be a splendid idea for us to discuss our problems in this weekly broadcast.
- Miss Litchen, what subject do you supervise at the Oread Training School?
- Miss Litchen      I supervise the Social Studies - those subjects dealing with history, government, economics and sociology.
- Mr. Allphin        What units do the social studies cover?
- Miss Litchen      The courses which we offer in the social studies at Oread Training School are Citizenship - a year course for freshmen; World History, also a year course, and usually offered in the sophomore year; American History, again a course given throughout the year, for juniors or seniors; a semester course in International Relations and a semester course in Sociology - for juniors or seniors; and an all-senior course, Problems of Democracy. This latter course covers current problems and history, functional economics and sociology, and also includes the required unit in Constitution which every graduating senior from a Kansas high school must present to meet the state qualifications.
- Mr. Allphin        Miss Litchen, how do you supervise the practice teachers in social science at Oread Training School?
- Miss Litchen      We have several practice teachers in each section of the social studies in the Training School. The procedure is approximately this:

At the first of the semester, I do demonstration teaching in each of my classes, explaining in conferences with my student teachers what methods I am using, what my general and specific objectives are for each lesson, and what result I hope to obtain in the pupils in the classes. Then each student teacher teaches for two or three days - just an orientation period which gives the student-teacher the feeling of handling the class, and establishes support between the new teacher and the class itself.

Following this practice period I again do demonstration teaching, and at the same time confer with student teachers who are to be working on two or three week unit teaching periods following my demonstration teaching. After this second demonstration period, the student-teacher is prepared to take over one fairly sizeable unit of teaching for which he prepares his aims, materials to be covered, quizzes and all other matters which relate to the teaching of a class. By this combination of demonstration teaching and actual practice, the social studies practice teachers not only see what may be accomplished in a class but also get to try out their own work. In that way they are well prepared to go into an actual teaching

position when they have completed their semester of work in the Training School.

Mr. Allphin Do you have a regular text book for your student teachers, and do you have other reference readings for them?

Miss Litchen No, practice teaching is exactly what it is termed - the student learns by actual teaching experience rather than by reading about it. My student teachers either have had a course in methods with me, or they are taking this methods course at the same time that they are doing their practice teaching. From this methods course they know tools, devices and procedures. They, of course, are responsible for all materials assigned to the Oread students, and keep up on the current literature both in the field of method and of their special subject matter.

Mr. Allphin How many student teachers do you supervise in the social sciences?

Miss Litchen I have nine this semester -- three in each of the three classes which I supervise.

Mr. Allphin Miss Litchen, do you not think that the Department of Physical Education and that of Social Science have a great many objectives in common?

Miss Litchen Yes, I do feel this. First of all, you aim at health. We do this in the social studies - not only the healthy body but the healthy body well adjusted to today's complicated social living. We both aim at broadmindedness - you probably call it sportsmanship, while we call it tolerance. We both aim for intelligent, able participation in activities, at functional citizenship. There are many other ways in which our aims are related - after all, both of our departments accomplish our aims by living with our students, whether they be the Oread students or our University practice teachers.

Mr. Allphin Miss Litchen, what do you expect to accomplish in your work of social science?

Miss Litchen That is a pretty broad, question, Mr. Allphin. We can only begin to touch on it in so short an interview. But if I had to sum it up in a brief statement I would say that my hopes for my work in the social studies are all built into one principle - that of aiding the pupil to adjust more readily, more adequately, and more happily to an ever-changing, increasingly complicated social world. In other words, I would be happy in my work if I were to feel that each of my pupils left my classroom more able to cope with the daily problems of living.

Mr. Allphin, you supervise the boy's physical education program at Oread, the University's high school, do you not?

Mr. Allphin That's right, Miss Litchen. I have held that position since the fall of 1932.

Miss Litchen Mr. Allphin, of what do your activities for the Oread students consist?

- Mr. Allphin We are attempting to follow the Physical Education Curriculum which has been recommended by the National Physical Education Association. You have asked for this semester's program at the Oread Training School, where we do most of our laboratory teaching. In the fall semester we have touch football, tumbling, volley ball and basketball, and during the spring semester we offer basketball, co-recreational activities, apparatus, golf, tennis and track. Swimming is offered in five divisions - elementary, intermediate, advanced, diving and life saving. The practice teachers are required, in addition to the laboratory teaching at Oread, to visit at some school other than K. U. once per week and make a report; also do outside readings on the latest methods of teaching physical education.
- Miss Litchen What supervision do you give the practice teachers for boys at Oread? Is it daily, occasionally, or just what method do you use?
- Mr. Allphin We supervise our practice teachers daily while they are doing their laboratory teaching at Oread. We would also like to send them to other schools to teach, but have not done so yet. However, the practice teachers do observation at various schools and are rated on the report that they make of their visit. A short conference is usually held with the practice teacher after he has taught his class. The director makes criticisms and suggestions which will be helpful to him for his next class teaching, and which will ultimately help him in his profession after graduation from the University. The student teacher is graded by a rating blank which embraces several different items, such as punctuality, dressed in proper uniform, good organization of the class, the ability to motivate the pupils, and his ability to get the students to like him.
- Miss Litchen What qualities do the boys most admire in their practice teachers?
- Mr. Allphin The teacher of physical education should be a real teacher - one who has a sympathetic understanding of the boy, his needs, and the importance of seeing him as an individual to be trained for complete living. The practice teacher should be able, under proper supervision, to organize the class so that it will develop the individual's interest in maintaining his bodily vigor, emotional balance and intellectual power. The boys admire frankness and also fairness of the student teachers. They also like to have the lesson progress without any interruptions.
- Miss Litchen Do your practice teachers supervise activities of many kinds, or are they responsible for just one sport, such as swimming?
- Mr. Allphin We endeavor to give the practice teacher as many teaching experiences as possible in different activities. They are rotated every five or six weeks.
- Miss Litchen Mr. Allphin, I understand that you wrote your thesis on "Present Practices of Supervision of Practice Teachers in Physical Education in Teacher Training Institutions."
- Mr. Allphin Yes, the summary of my study at the State University of Iowa indicated that state colleges and universities, private colleges and univer-

sities and teachers colleges offering the 4-year course with physical education as a major, consider the following points in training their practice teachers, and I made eight recommendations:

1. Require five to six hours credit for teacher certification of practice teachers.
2. Distribute teaching duties.
3. Each school should have a laboratory training school ranging from kindergarten to 12th grade, inclusive.
4. Use a definite textbook in connection with practice teaching.
5. Supervisor should observe practice teachers at least once per day.
6. Practice teachers should submit lesson plans for each lesson.
7. Require practice teachers to observe other practice teachers at work.
8. Require distinctive uniform for practice teachers to be furnished by him.

Miss Litchen Those are very practical recommendations and I'm glad to know them. Another thing I'd like to ask:- Is the practice teaching program for boys planned on a seasonal or semester basis - or do the teachers plan the work as they see fit?

Mr. Allphin The program is on a seasonal and semester basis, which is planned by the Department of Physical Education. We try to follow the curriculum which was outlined by the National Physical Education Assoc.

Miss Litchen That is really quite a program. What do you mean by the term "co-recreational", Mr. Allphin?

Mr. Allphin Co-recreation is where the boys and girls indulge in sports together, such as volley ball, badminton, shuffleboard, ten pins, ping pong, deck tennis, folk dancing and social dancing. Mr. Albert Edward Wiggam was asked if it would improve an awkward boy or girl's personality to learn tennis, dancing or some game of skill, even if their performance is very poor, and he said, "Nothing is better for one's whole physical and spiritual make-up and good looks than social games and skills of all sorts."

Miss Litchen What has been the reaction of the practice teachers to the co-recreational program?

Mr. Allphin The men student teachers did not react favorably to the coeducational physical education at first, but now they are very enthusiastic about it. This was also the reaction of the boys of Oread Training School, but they have been won over to it now, since they understand what it implies. This phase of our program has very beneficial effects on the student life as the pupils are better able to carry on their extra-curricular activities during the year.

Miss Litchen Do you think this phase of the work detracts from the other activities of your program?

Mr. Allphin No, I do not think it detracts. I believe it helps the physical education program and it certainly does create a sociable atmosphere between the boys and the girls. The co-recreational part of the physical education program makes a great contribution to the

life of the laboratory school at Oread.

Miss Litchen I understand that many of your student teachers are active competitors in University sports, such as football, basketball, track, baseball, and so on.

Mr. Allphin Yes, most of the men student teachers participate in at least one of the major or minor sports.

Miss Litchen Do you find that active competition makes your student teachers less cooperative and successful in their work with Oread pupils than they would be if they were not competing?

Mr. Allphin The men practice teachers that we have are of a very high type and we find them quite cooperative and eager to learn the different methods of teaching physical education that will be helpful to them after they have been placed in positions.

Miss Litchen I'm glad to hear that. I've always felt that our student teachers give their very best to the work of the training school. Well, this surely has been an interesting interview with you, Mr. Allphin. I feel that we have both gained insight into the varied problems of our supervisory work. Thank you for the opportunity of talking this over with you.

Mr. Allphin And thank you, Miss Litchen, for appearing.

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