

PHYSICAL EDUCATION FOR HEALTH

Radio Program

December 22, 1938.

(Mr. H. G. Allphin and Mr. W. A. Dill)

Allphin

Mr. Dill, I understand that broadcasting is not exactly a novelty to you -- that you give the K. U. News Flashes on the air. What are these news flashes?

Dill

The K. U. News Flashes are a brief newscast four days a week, originally put in to separate lessons in two different foreign languages.

Allphin

How do you give these news flashes?

Dill

I have a radio in my office, which is across the campus from the radio station, and when the announcer tells the listening audience that news flashes are next, I cut off the radio, and start broadcasting.

Allphin

For just two minutes?

Dill

Right close to two minutes, but being in the midst of the broadcast period I can steal a few seconds, especially if there is a good sports story coming up.

Allphin

Then you broadcast sports?

Dill

I include a few sports items on the air, but the principal work is in providing sports material for the newspapers. The athletic management has provided Mr. Horace Mason, as sports editor, for the News Bureau. And he is good. He knows Kansas sports and knows ~~it~~ it well. He knows every college and university player in the Missouri Valley - at least by record, and he knows what the Kansas boys are doing in high school. Just to show how good he is: at the high school meet in the last Kansas Relays the officials discovered they had some 130 boys entered for the 100-yard dash. They didn't know what to do, but Mason was able to pick out a score of cut-standing performers for heat leaders, thus preventing the bringing together of two top-notchers in the same heat -- he just knew his stuff.

Allphin

I take it, then, that you are interested in sports.

Dill

Indeed I am. I agree with John Griffith, Commissioner of the Big Ten, that sports news is clean news. It has all the clash and activity of general news, without the sordidness of crime and disaster. But say, we have gotten over onto the subject of sports. Now, I happen to know that you are the swimming coach, and there are some things I'd like to ask you. After all, this is supposed to be a "Physical Education For Health" program. I've already given it away to those folks out there listening, that you are the swimming coach, so I'm going to ask you which sport you think is best for Physical Education.

Allphin

Why, swimming, of course.

Dill

Now, why do you say that?

Allphin

Well, swimming gives exercise to the whole body, particularly the

arms, the legs and the back.

Dill Would you say that swimming is better than rowing, for instance?

Allphin Kansas is a long way from tidewater and we don't have much rowing here. How do they do it?

Dill I've never been in a racing shell, but I used to row a little in the Northwest in boats built somewhat like a racing shell - long and narrow, with a sliding seat for the oarsman. A strap over his toes would hold his feet firmly and allow him to pull the seat forward until his knees were up to his chin. Then with his arms extended far in front he could dip in his oars and get a mighty stroke, ~~combining~~ combining the push of his legs as he moved the seat back, bend his back backward, and pull his hands close to his chest, the three movements combining to give a long, powerful stroke that would make the boat leap ahead. Even the wrists came in for a special twist to "feather" the oar.

Allphin That sounds like a complete exercising of the body muscles, but you really ought to try swimming, Mr. Dill. This is one exercise that can be indulged in by the old as well as the young. Swimming will really keep you young and fit, if practiced regularly. To be socially correct, you should know how to swim well. There are several strokes in the realm of Father Neptune: The American crawl, trudgeon side, breast, elementary back stroke, back crawl, treading and floating.

Dill You have been talking about the different strokes in swimming; which is the fastest?

Allphin The crawl stroke is the fastest possible way to swim. It evolved from the trudgeon which was invented by Mr. Trudgeon of England, while watching some South American Indians swim in 1880.

Dill Now there is another thing I want to know. I've noticed that the newer swimming pools are 25 yards long, while some of the older ones are only 20 yards. How do the records compare in pools of these different sizes? What I mean is, can a swimmer do 200 yards faster in a 20 yard pool than in a 25 yard pool, or is he slower?

Allphin There are three sets of National Collegiate and National College Freshman records. Twenty yard course records, short course records, made in pools not less than 25 yards in length; long course records, made in pools 50 yards long or over. Records will be recognized for all three courses in the following events: 50 yards (60 yards for 20 yard course), 100, 220, 440, 150 yards back stroke, 200 yards breast stroke, 400 yards relay and 300 yards medley relay.. The records for the 20 yard and the short course are faster than the long course records because the swimmer takes more turns on the former and can make more speed than straightaway swimming on the long course.

Dill Does it take about the same time to do a touch and turn on the back stroke as on the crawl?

Allphin It takes longer to turn on the back stroke, ~~because~~ as the swimmer cannot see where he is going, therefore it is difficult to gauge

the distance. The back stroke swimmer has a rail at each end of the pool to grasp, so that he can catch hold of it and turn himself over on his breast. He then turns himself quickly, at the same time turning on his back, plants his feet firmly against the end with his knees, well bent, and shoves off for another trip down the pool. The crawl stroker has only to touch his hand against the end, whirl, place his feet against the end, shove, and be on his way.

Dill Then the shorter pool enables the swimmer to kick off more frequently.

Allphin Yes, that's right. I will give you an example. Let us say that the contestants are swimming the 220 on a 20 yard pool, the swimmers will do 10 turns - but on a 25 yard pool, the racers will do only 8 turns - before completing the contest.

Dill If so much depends upon the turn, what can a swimmer do to improve his technique?

Allphin Mr. Dill, I believe the turn is one of the most important fundamentals of competitive swimming. For a splasher to improve his technique, first he should be given an explanation of the turn by his coach. Then the coach or one of the varsity squad members should demonstrate. Then the novice is ready to go through this in slow motion. After mastering the turn the swimmer speeds up his practice until he attains perfection.

Dill By the way, I seem to recall that you got to the Olympic Games in Berlin two years ago. Did you by any chance get to see the Olympic swimming matches?

Allphin Yes, I was in Berlin for eleven days.

Dill Tell me about them - how many teams were entered?

Allphin There were about 15 teams entered in swimming at the 11th Olympiad. The principal countries were the United States, Japan, Germany, Holland, Hungary, Sweden, Canada, England, and Australia.

Dill What was the size of the pool?

Allphin The Olympic pool out at the Reich Sport Field was 50 meters long and 20 meters wide, with well marked lines on the bottom and built in starting blocks. The seating facilities could take care of some 18,000 spectators. There was a special diving place in another pool opposite the swimming pool. This was very convenient, as the divers could practice while the competitive races were going on. The water polo equipment was easy to place so there was very little delay between the races and the water polo games. I also had the good fortune of visiting the pool at the Olympic Village. This was rectangular in shape and had dimensions of 30 by 60 feet. There were no diving boards or lines on the bottom, as the pool was solely for the pleasure of some 5,000 Olympic athletes housed in the village who were from 53 different foreign countries.

Dill And of course, who won the swimming?

Allphin A great deal of rivalry was inevitable in view of the fact that the Japanese had carried off so many honors at the Los Angeles Olympiad, but at Berlin the U.S.A. turned the tables and took first, with the boys from the Land of the Rising Sun a close second. But such countries as Hungary, Holland and Germany had reason to be proud of their aquatic athletes. I've been telling you about swimming; now, what's your particular hobby, Mr. Dill?

Dill Compiling scores. The past year my office has published two small booklets, one for football and one for basketball, giving the scores of all the games Kansas has ever played in these sports, together with standings of the teams, captains and coaches.

Allphin That sounds like a pretty good sized order.

Dill It did take quite a bit of time, but I have had the cooperation of other Big Six publicity men in checking, and we believe we have every score correct.

Allphin Then the job is done?

Dill Not at all. Hardly is a booklet out than another season rolls around, with its additional scores, and the booklet is out of date. And just to make it a real job, the Directors of Athletics of the Big Six have asked me to compile like statistics for all six schools.

Allphin How are you getting along with that job?

Dill I have the football records complete for three of the schools, and basketball for two. When all six are in and compiled, I'll tackle the track records and baseball and then swimming and golf and tennis. Yes, and a couple of schools of the conference have polo, and some have wrestling. There is a good sized job in sight.

Allphin Well, I see that old clock is pounding away. Do you think you have time to ask me just one more question before the bell rings?

Dill Yes, Mr. Allphin, to get back to Europe. How does their swimming program there compare with that put on by the American Red Cross in our country?

Allphin It is this. In Europe the pools are owned by the State. I inspected swimming pools at Paris, Berlin, Dresden, Vienna, Budapest, Prague, Stockholm, Copenhagen and London and found in all these cities, except London, that there was a close coordination between the schools and swimming pools in giving free instruction to pupils of elementary school age. The breast stroke is taught beginners in European countries. Accessory equipment is used to aid the instruction on, such as, inflated belts, kick boards, poles and ropes with belts suspended from the ceiling.

The school children receive an average of two lessons per week. They are accompanied to the pool by their teachers and

are well behaved at all times.

The American Red Cross is doing great work in aquatic safety in our country but since most pools are privately owned their elementary teaching program is somewhat curtailed.

I hope to see the day, when our pools are owned by the municipalities, then our youngsters in the U.S.A. will receive the same swimming privileges as their neighbors across the Sea.

# # # # #

PHYSICAL EDUCATION FOR HEALTH

December 15, 1938

"Recreational Sports for Women"  
(Miss Ruth Hoover and Miss Jane Byrn)

Byrn Miss Hoover, what do you classify as recreational sports for women?

Hoover Recreational sports for women include practically all athletic activities and games in which women engage; for the women do not have the difficulties that the men encounter in having individuals indulge in sports for financial returns. Women engage in sports for the fun, enjoyment, physical vigor and social pleasure which they obtain from them.

Byrn Do you mean that you consider team games, such as basketball and baseball, as recreative sports then?

Hoover For girls and women, yes; they play these games for the fun and relaxation they have in doing them. Hockey is another team game which is especially good for recreative purposes. I only wish more of it were played in this part of the country as it is in the East. Then club teams could be formed for the girls and women who have graduated from school and they could have the opportunity of activity and social contacts with other clubs. But tonight the games I wish to consider more specifically under the head of recreational sports are those like ping-pong, deck tennis, badminton, shuffleboard, etc. Really games which need no more than two people for participation and which also require small playing areas and inexpensive equipment. Too, they are games that are splendid for co-recreation, and as such I think they are very valuable.

Byrn What do you mean by co-recreative games?

Hoover I mean games which are suitable for boys and girls or women and men to play in together. Football, as you know, is a man's game only, but ping pong, badminton, shuffleboard and such games may be played with both men and women or boys and girls on the same team with pleasure for each. Don't you think it wise for men and women to engage in games together?

Byrn Oh, emphatically so. They must learn to adjust themselves to each other in business, social and marital relationships, so why shouldn't they learn to do it early. And you know that as we increase the range of interests and activities men and women have in common, we are increasing the possibilities of a successful social adaptation. I am very strong for such games.

Hoover Do you know, I really believe parents would solve many difficult problems for their children, both boys and girls, of what to do in their leisure time or with their dates, if they would only look into these recreational sports and if they would provide opportunities for them to be played in their back yards and recreational rooms in the home.

Byrn Yes, on these winter evenings a game of ping pong or table tennis is wonderful recreation and not too strenuous. This game has literally swept the country. After the dinner table is cleared it may be used if one does not have a regulation table. But you know, it doesn't cost much to make a realy table for yourself. Just buy a 9 x 5 piece

of 5 ply lumber (it comes cut in just that size) put a coat of shellac on it, rub it down and then put on the green paint and finally the white lines. You have a fine table for about \$9. This table can be set up in the recreation room, the basement or attic and many winter evenings of pleasure will be spent there. Then in the summer move it out of doors in the shade and cool breezes.

Hoover Yes, and many social ping pong clubs composed of husbands and wives have been formed. And I can imagine it is more fun than spending every evening playing bridge.

Byrn How does badminton compare in popularity with ping pong?

Hoover Badminton has become extremely popular since the movies have shown pictures of the outstanding players in action. It is particularly popular on the western coast as an all year game. Badminton originated in India centuries ago when it was known as "Poona". The English officers learned the game there and brought it back to England as early as 1870. In 1887 English badminton rules were standardized and tournament play started. The game came to Canada and the United States in the nineties, but was not particularly popular until 1935. Today it threatens to surpass indoor tennis in popularity.

Byrn Is badminton a particularly expensive game?

Hoover No, the rackets can be purchased for as little as \$1.25 and the shuttlecocks cost about the same as tennis balls.

Byrn Is badminton played indoors only?

Hoover No, it may be played either indoors or outdoors, and as you know, the space needed for a court is small in comparison with a tennis court. It is only 44' by 20'. This court can easily be put in the back yard and any kind of ground surface can be used since the shuttlecock does not have to bounce from it.

Byrn How does the game of aerial darts differ from badminton?

Hoover It is similar to badminton except that paddles are used for hitting the "birdie" or shuttlecock over the net instead of a racket. The net is higher and the birdies are a little heavier. I enjoy darts really as much as badminton. Darts has one advantage over badminton - it is even less expensive. Manual training classes can easily make the paddles and small sponge balls may be used instead of birdies. Beginners can learn darts a little more easily than badminton and they are fascinated with it.

Byrn What do you think of deck tennis?

Hoover Deck tennis, ring tennis or tennis quoits, which are all really one and the same, is great fun. The name deck tennis was first given to the game because it was played on the deck of the ship. As you know, the game is similar to tennis, except that a rope or rubber ring is thrown back and forth over a net instead of batting a ball with a racket. Again the space for a court is small - only 40' by 20'. This is really the best out of doors game because the ring is heavy enough that the wind does not bother play. The entire family can enjoy this game, and even make a community tournament with it. But one warning before you

play. Be sure to cut your fingernails short, for the ring may break a few of them if you don't.

Byrn Did you ever play shuffleboard?

Hoover Yes, indeed, and this is a game that grandfather and grandmother will enjoy. It is surprising how interesting it is for being such a simple game. All the equipment you need is two cues, which are long sticks, and eight discs - round flat pieces of wood. The cues can even be made by taking old mop handles with wire fixtures and shaping them to fit the discs. The court can be laid on the smooth concrete walk. Two triangular shaped diagrams are painted on the surface about 20 or 30 feet apart; the distance depends on the length of walk you have. Different numbers are put in the six areas of the triangle. The idea of the game is to push a disc from one end of the court and make it stop in a scoring area of the other triangle. Of course, the opponent tries to knock your scoring disc off. The game may be played as singles or doubles. Really, you should put this game on your walks for grandfather to enjoy.

Byrn What about this game of Tether Ball that I've been hearing about?

Hoover This is another interesting and not too strenuous and inexpensive game for the back yard. The only equipment needed is a 10 foot pole, a  $7\frac{1}{2}$  foot heavy cord attached to the pole, with a ball (even an old tennis ball). Attach to the free end of the cord. The object of the game is to wind the cord about the pole above the foul line, by batting the ball successfully away from your opponent. The ball may be batted with a racket, paddle or even the hand.

Byrn I am surprised to see so few horseshoe courts set up in back yards.

Hoover It isn't a game for men alone. You would be surprised to see the interest that the K. U. girls have in their horseshoe tournament. Two stakes, two pairs of horseshoes, a small narrow piece of lawn, and you have provided for hours of fun and exercise. The clink of iron against iron is music to your ears as your game improves and you are able to put on those ringers.

Byrn Have you ever played the game Brille which Dr. Maismith, the inventor of basketball, used in his recreative work during the war?

Hoover Yes, isn't it an interesting game? Have you heard Dr. Naismith tell of its origin?

Byrn No, I haven't. How did he happen to develop it?

Hoover During a recreative period as he was watching the soldiers play various games, he noticed a small group playing a sort of hand ball game. They were batting the ball back and forth to each other having it strike the ground on a small designated spot, instead of against a wall. The ground was soft and rough so the ball would not rebound accurately. Dr. Naismith noticed a smooth old door near by and suggested the soldiers place the door on the ground from which the ball would rebound accurately. This area 6 by 8 was called the target. Around the target a 2' neutral or no man's territory was marked off. This was all enclosed in a court 36' x 18'.

The idea of the game was to serve the ball by striking it with

the hand onto the target so it would bound into the proper court across the target. The opponent had to return the ball to the target and ~~the~~ proper court before it bounced on the ground more than once. A rubber ball, handball, or tennis ball can be used for the game.

Byrn      The old game of croquet seems to have been lost for the last few years. I can remember as a youngster how neighboring children gathered in our yard to play in the mornings and afternoons; then the evenings were given over to the older people, and such exciting times as they had playing "Rover". During the recreative hour on the campus last summer, croquet was exceedingly popular with both the young and the old.

Hoover      I would like to offer this as a suggestion to all of you. Use your back yard, your attic, your basement, and your ~~concrete~~ walls as play areas to bind your own family and your community in closer and friendlier bonds.

I say a recreative game for everyone, and everyone playing some recreative game.

# # # # #

PHYSICAL EDUCATION FOR HEALTH  
RADIO SERIES

December 8, 1938

"THE PROGRAM OF PHYSICAL EDUCATION FROM THE VIEWPOINT OF  
THE HIGH SCHOOL STUDENT"

(Dr. V. W. Lapp and Mr. L. R. Perry)

Lapp

Last week in our discussion of physical education for health Mr. Perry presented some facts from scientific evidence to show that physical education could change the shape of a person's chest who was of the tuberculosis type and thus cut down the individual's chances of acquiring tuberculosis.

Perry

Also Mr. Lapp pointed out that pupils in high school who take part in daily physical education classes seem to have less influenza than those who do not take part in such classes, because they were absent from school fewer days during a period of time when influenza was very prevalent in the Kansas City, Missouri, schools.

Lapp

Tonight we wish to present some information on the physical education program that has not been pronouncements from the so-called authorities in this field. In fact, the information to be discussed comes directly from the pupils. These students, after being exposed to the daily routine as it is taught in many of our schools, undoubtedly are in position to give information directly to us that the experts sitting in their offices may suspect, but are unable to back up with much real evidence. In the conduct of an interview study into a certain program of physical education, the boys told the investigator many interesting things. First, they said that they, the little boys, did not like to compete against boys so much larger than they were. "Give us a chance against boys our own size." To me that seemed fair enough. Dad, how do you meet this criticism in your school?

Perry

In our present arrangement at Lawrence Junior High School we have the classes set up by grades - that is, there are 7th grade classes, 8th grade classes, and 9th grade classes. Within each class there will be some division into groups of about the same development or ability. In Senior High School the situation is not so good. This year it seems the schedule called for a mixing of all grades in gymnasium classes. That is, there may be freshmen, sophomores, juniors and seniors all in the same class. However, within the class some attempt is made to adapt the instruction to the different levels of ability. Especially after an activity is well introduced those who can progress at a faster rate are given a chance to do so. In our intramural program an attempt is made to use Dr. McCloy's classification index to group boys according to their age, height and weight. This gives the teams the same potential power. After such a rating in our playground ball this fall at the Senior High School all teams won some games, which seems to indicate a fair distribution of talent. In our next sport, which will be basketball, an "A" team and a "B" team schedule will be followed. There will be two leagues. The "A" teams will be the more advanced, or better players, while the "B" teams will be those not so far advanced in basketball skills.

Lapp

I am sure that helps solve the classification problem. Now, let us go back to the interview study. In this same study the boys also made a blanket statement about calisthenics. "We do not like calisthenics", they say. The investigator then asked what is calisthenics, and the boys answered to a man that they were exercises that they did all period at the command and count of their instructor. No wonder they did not like them. When asked about 3 minutes of exercises to warm up, the same boys thought calisthenics would be o.k. Can you blame the boys for not liking such an overdose? In connection with calisthenics, I had an experience just this fall which left me wondering about the desirability of giving only a few minutes of calisthenics daily. In the Westport district of Kansas City there is a place that makes, to my way of thinking, an excellent sandwich called a luscious hamburger. Often when in Kansas City I stop in to test the quality of these luscious sandwiches. Many of my former students think the same way as I do about these hamburger sandwiches, and I never fail to meet a student or two on each visit. The last time I stopped in to see if the quality was up to par, two boys came over and sat down and we talked about old times, physical education classes, and so forth. As the boys left they both said, "Dr. Lapp, we enjoyed our work in your gym classes more than any work we had in school, but we still don't like calisthenics." I used them for a few minutes at a time and had no intention of overdoing the activity. It is possible to get the needed big muscle activity in so many agreeable ways that there is no good reason for undesirable sports, games and drills, to be included in our program. Physical education should be fun. Dad, what has been your experience with calisthenics?

Perry

Doc, I'll agree that physical education should be fun, and maybe calisthenics can be made fun, or at least more bearable. I used to use calisthenics much more than I do at the present time. But I always attempted to show the effect the exercise would have on the boy by careful explanation. That is, if the boys really understand that physical education is to help make them physically fit, and if they desire to reach this goal, then push-ups from the floor with the arms, or double leg raising from lying on the back to strengthen the abdominal muscles, may be made to appear desirable. Particularly would this be true if the boy realized that he was low or below average in these strengths. This might become satisfying or even fun to the individual concerned about his physical needs.

Lapp

In the same interview study it was found that some boys disliked certain activities in physical education. Several of the boys did not like basketball. Why did they not like such a popular game? Because they were not as good at it as the other boys. Why were they not as good as the other boys in the same classes? The answer, when it was traced down, was that these boys were graduated from the country schools and had arrived in these high school classes without the same preparation in the playing of basketball. When asked if they would like to play, if they had a chance to learn the rules and the techniques, the answer was yes. The same reason for the dislike of other activities was found. No boy who was as good as average or better than average disliked the activities of the program under question. It seems to me that we should spend more class

time in the actual teaching of techniques and let our intramural program provide the actual practice. Also from the students came the answer to a number of other questions. The experts say that we develop character, teach boys and girls to be good sports, and so forth. Do we do this? One thousand three hundred eighty-three boys and girls in four different high schools answered many questions of this nature. A questionnaire that was very carefully prepared was given these boys and girls and it was composed of forty reasons for taking gymnasium work. These reasons ranged from "the development of a strong heart and lungs" to "getting out of a study hall".

Perry      Were these questions asked directly, such as - why did you take gym?

Lapp      No, an indirect approach was used and the questions read like this - If you were trying to convince your best friend to take gym, which of the following reasons would you use? Do not check any of the statements that you do not believe. The students were not asked to sign their papers so as to leave them free to express their opinions without the fear of their teachers being able to check up. Additional space was given for any reasons not listed. What do students expect to get out of their gymnasium work? Boys expect some rather different things than do the girls. Supposing we put 70% as a passing grade on this study and discuss the items that have a composite rating of 70% or better by the boys and the girls.

Perry      Do you mean that 7 out of every 10 boys and girls voted for these reasons for taking gymnasium classes?

Lapp      Yes, that is the idea, and we find that the boys give 12 reasons and the girls list only 4 items over 70%. The first reason listed for the girls was "to teach you to be a good sport". This item was also listed in the 70% items for the boys but was rated 5th. The girls second most popular reason was "to develop good posture". This was listed as number 9 for the boys. "To teach cooperation by team work in games" was listed 3rd for both the girls and the boys. The girls 4th and last 70% item was "to give you a strong, well-developed body". To the boys "a strong, well-developed body" was listed in the 2nd position. Dad, this supports your idea about the boys being willing to work to take care of their physical strength. The other 70% reasons for the boys not previously mentioned are: listed first, "to develop a strong heart and good lungs"; listed fourth, "to build up your resistance to disease".

Perry      Your influenza study mentioned in last week's broadcast would bear out this reason.

Lapp      Yes, it looks as if that were true. "To give you muscular coordination" was 6th; 7th was "to help you get in good condition physically"; 8th "to correct some of your physical defects"; 10th "to help you to become healthier"; 11th "to teach you to play the game and thus be better able to stand the gaff of later life"; and 12th "to teach you good physical habits."

Perry

Doc, when you started to talk about what students expect to get from their physical education classes you said the experts talked about character education and teaching boys and girls to become good sports. How does this fit into the picture?

Lapp

In the study, the argument for gymnasium classes, that "gym will teach you to be a good sport", was included among the 40 reasons for taking gymnasium work and the percentage of answers is of interest. In school A in a town of 2200 people the gymnasium classes are taught by a man and he conducts the classes for both the boys and the girls. In this school the teacher tried to be a good sport in all his dealings with the students, but he did not preach sportsmanship. Ninety-one per cent of his boys thought they learned to be good sports and 89% of the girls thought the same. Nine out of 10 of every boy and girl in the high school thought they learned to be good sports.

Perry

Doc, that is a pretty good average.

Lapp

Yes, that is a good average. The results in the other schools were not as uniform. School B located in a town of 15,000 voted somewhat differently; 47% of the boys thought they learned to be good sports, while 90% of the girls in the same school thought they were learning about sportsmanship. If this were the only way of judging, one would say School B had a better teacher for the girls than they had for the boys. While in school C in a town of 27,000 the figures were about reversed - the boy's teacher scored 93% and the girl's teacher 67% on the good sport issue. The fourth school involved in this study was from a city with a population of 150,000 and the score was about even on the good sport issue; 89% of the boys and 85% of the girls seemed to think it was taught in gymnasium classes. And if you will stop and recall, this was the top reason listed by the girls for taking gymnasium classes and was ranked 5th by the boys.

Perry

While I was looking over the percentages in this study of pupil objectives, I noticed only one 100% rating. If I remember correctly it was in school C.

Lapp

Yes, we have only one 100% item in the study and you are correct about it being school C. If I were that teacher I would trade a month's salary for that compliment. Before I tell you about the item let me tell you about the teacher whose boys ranked the item so highly. It happens that of the seven teachers whose boys and girls participated in this questionnaire study, I am personally well acquainted with six of them. The instructor in boys physical education in school C was a classmate of mine and he comes nearer to being a perfect gentleman than anyone I have ever met. Usually under stress a person will say or do something that will let his friends or associates know that all does not go smoothly within their mental and physical self. Not so with this teacher. He always was a gentleman and a good student. Apparently his boys also had the same reaction as I because they voted 100% that gymnasium classes "will promote the development of students into ladies and gentlemen". I may also add that the superintendent of a large Illinois public school system must also have agreed with the boys and myself for the teacher in

question is in his second year as director of health and physical education in this Illinois city.

Perry Doc, there are other differences in the boys and girls rankings of reasons for taking gym that I think ought to be pointed out: 52% of the girls expected to learn to be more graceful, while only 30% of the boys expected to attain grace. There was also the question of taking gym as an aid in developing big muscles; 52% of the boys were interested in big muscles, while only 28% of the girls were interested in big muscles.

Lapp Dad, your last statement ought to be re-worded - only 28% of the girls were interested in big muscles for themselves.

Perry I suppose that could be a joke. But to get on with the two additional comparisons - 35% of the girls were for gym "as an aid in reducing", as against 17% of the boys. And the one reason listed last for taking gym - get this - was "to get out of the study hall". Both the boys and girls agreed on this.

Lapp Mr. Perry and I have tried to discuss physical education from the student's standpoint and we would like to leave the air with this thought. The young people in high school are discriminating enough to know that if their teachers of physical education are gentlemen or ladies these teachers will practice and not preach. You cannot fool the youth long on this point. Thank you.

#

## "PHYSICAL EDUCATION FOR HEALTH"

Radio Program  
Dec. 1, 1938

(Dr. V. W. Lapp and Mr. L. R. Perry)

Dr. Lapp

About a year ago I had occasion to go to the Junior High School of Lawrence to see Mr. Perry, who was then actively in charge of physical education in that building. Being new to this town, I had never met "Dad", as most people call him. I had in mind a bald-headed man of large proportions about the waist. I expected him to have spent 40 years in the service of the schools and to be able to get up steps by himself with the aid of a cane. If any of the audience have met Mr. Perry you can imagine my surprise when I encountered a well-built, clear-eyed, gymnastic type man who could have walked up steps not only without a cane but on his hands if he felt like it. Since my first meeting with "Dad" Perry I have had the opportunity of becoming very well acquainted with him. He has been made Director of Athletics and Supervisor of Physical Education for the entire Lawrence school system. Dad, I wonder if you would explain how you happen to have such a deceiving nickname.

Mr. Perry

It started when I was a boy about 3 years old. My grandfather came to live with us for several years. He was rather stocky of build and quite active, and we seemed to have some very similar characteristics. He was very active for his age and I guess I was just about enough like him to always be under mother's feet, so it fell to grandfather to keep me out of the way. We roamed all over the farm. My uncle, who lived just west of our place, said one day that I certainly looked and acted like grandfather, so before long everyone said - "There goes Dad and Grandad". So it started and has followed me ever since, all through high school, college, and my 18 years of teaching.

Dr. Lapp

Did I hear you say 18 years of teaching?

Mr. Perry

Yes, but only the last 13 years have really been in Physical Education. The first 5 years out of college I taught mathematics and coached athletic teams.

Dr. Lapp

Then you have really been in physical education for 18 years, because coaching is a definite part of our work. During these 18 years of teaching you have worked with a great many boys. Do you have any idea as to the number of different individuals you have had in your classes?

Mr. Perry

As near as I can estimate, it would be about 3,000 boys.

Dr. Lapp

During these 18 years of teaching 3,000 boys have you noticed any difference in their attitude toward physical education classes?

Mr. Perry

Yes, I have, Doc. About the biggest change since I have been in physical education work seems to be on the part of the parent. Twelve to fifteen years ago one often heard parents say, "My boy gets all the exercise he needs doing work around home and playing with the neighborhood children." Especially was this true in the small town high schools where I was working at that time. Some went so far as to say that they sent their children to school to "learn", not to waste time playing. While now most parents think that physical education is a necessary part of the child's growing up. That as he grows, his physical and mental development go hand in hand. They realize that to "learn" those things that make a happy, useful citizen, they need to learn about health, exercise, recreation, and so forth. Another change has taken place in the methods of teaching physical education. From a somewhat narrow, too formal, unbalanced, "I speak and you jump" program, a much broader, better balanced and coordinated program has evolved. Now a student gets the good out of the old program, namely body development, and also benefits from the new ideas and methods of developing leadership, followership and cooperation of our present day physical education program.

Dr. Lapp

Dad, you talked about the old "I speak and you jump" system of physical education which was used to denote the formal method of gymnasium class teaching. Did you change your method of teaching and throw over all the activities used under the formal system?

Mr. Perry

I changed some of my methods and relaxed on the discipline somewhat. However, I do expect the pupils to do as they are told but more leeway is given on how things are done and more freedom is given for individual initiative. It did not seem reasonable to me to go the entire way and eliminate all the old activities. I felt that there were developmental elements in being able to chin on the high bar and to do dips on the parallel bars that just is not reached in the play program. One does not build up shoulder girdle strength playing games or even by working on the farm as some of my boys do.

Dr. Lapp

That is interesting, but do you really believe that one ought to be able to swing on the high bar with ease? You know in modern life we do not swing from trees and throw spears or draw heavy bows like our earlier antecedents did. About the only arm strength we need is to be able to hang on to a steering wheel.

Mr. Perry

You are wrong, Doc. It seems to me that we should have strength enough to meet the ordinary emergencies in life and still have a reserve to enable us to carry on. Suppose this car tipped over, a little extra shoulder girdle and arm strength might allow you to get out from under the steering wheel and escape from

a burning car. It might allow you as a helper to lift or bend a part of a wrecked car and enable some one pinned beneath the wreckage to escape. One never knows when a little reserve strength will be useful to you or your fellow men.

Dr. Lapp You missed a bet, Dad, while you were just talking. I was hoping you would also mention the study of Dr. S. A. Weisman that was reported at the Central District Convention of Health and Physical Education at Minneapolis. It was called "The Relationship of the Shape of the Chest in Health and Disease". It is quite an imposing title and was mentioned by Dr. McCloy in his speech to the Missouri Teachers Convention two weeks ago in Kansas City.

Mr. Perry You know, Doc., I had forgotten about that paper. I heard Dr. Weisman and enjoyed it very much. Right now when the tuberculosis drive is on, the added information is rather timely. It was found that all tuberculosis patients have a certain shaped chest. When the depth of the chest is divided by the width, the figure of 80 was found. In other words, the depth was 80 per cent of the width, making the chest somewhat round. In most normal individuals the relationship of the depth to the width figures out to be around 70. In the city of Minneapolis measurements were made on a great many school children, and those with a chest index of 80 were divided into two groups. One group was given hanging and stretching exercises which were intended to develop the shoulder girdle and increase the width of the chest. The other group had just their ordinary activities. After a period of time it was found that tuberculosis developed much more often in the students who did not have the hanging and stretching exercises. It seems to me that this fact alone would justify the old activities of working on the high bar and the parallel bars.

Dr. Lapp I think you have made a good case for some of the old activities. Now that the old methods have taken a back seat and our gyms are equipped with hot and cold water, plenty of soap and good bathing facilities, do you find that your bathing problems are all solved?

Mr. Perry No, Doc., the problems are not all solved. In the first place, there is a towel problem. Most towels, when furnished by the boy, soon become dirty and are not laundered often enough, mostly because of the inconvenience of taking them home and bringing them back. It is too often forgotten. The dirty towel presents a health hazard as does the forgotten towel, since boys are likely to forget health teaching and borrow a towel from a friend.

Dr. Lapp I had an interesting situation develop during the last of February, 1936, while the Kansas City schools were experiencing an epidemic of influenza. At the start of each class I would have a long line of boys at my

desk bearing notes from mother - "Please excuse Johnny from showers today as he has not been feeling well." In addition to the parade of excuses for showers, my absence list was from 4 to 6 times as long as under ordinary conditions. It had me worried.

Mr. Perry Pardon me, Doctor, what type of class work were you doing at this time? You know that might have had something to do with the situation.

Dr. Lapp Well, Dad, that added to my worry, as we were doing heavy apparatus work at the time, and the students were really getting a workout. It looked to me as though I might be responsible for some of the absences by having these students do hard work and then taking a shower.

Mr. Perry I believe if they wipe dry it won't hurt them.

Dr. Lapp That was my idea, but a group of boys in a hurry often slight the part of the shower about wiping dry and getting the hair wet just before going outside. The situation looked bad, and I made up my mind to see if I was causing the trouble. The principal, D. F. Holloway, gave permission for me to make a study. I wanted to see if the same absence rate prevailed among the boys not taking daily physical education classes. Two lists were made; first, all the boys taking daily gymnasium classes, 307 in number; and second, a list of an equal number of boys not in physical education. The next step was to check the absences from school during the three weeks when the influenza was at its worst. After the absences were recorded, it was a simple thing to add the totals and see which group were absent the most.

Mr. Perry Just a moment, Doc. We have a group of people who are sick or injured and have doctor's excuses from physical education for the entire year. It would not be fair to have this handicapped group included with those not taking physical education.

Dr. Lapp I am glad you suggested that point. It was taken care of by having the school nurse check the second list. All the doctor's excuses were filed in her office and she cut off all the persons excused. We then added more students until the second list equalled the number in the first list. After completing the addition of the absences we found a total of 474 days absent from school for the group taking daily exercise, and 600 days absent from the non-exercise group. A difference of 126 days of extra school work was available for those in the exercise group.

Mr. Perry That all sounds very good, but it seems to me that if you were to try this again you might get a different answer.

Dr. Lapp That is entirely true, but the mathematicians have developed a branch of statistics called methods of samp-

ling. By applying sampling error statistics to these figures it was possible to show that if 100 like samples of boys were used the chances would be over 90 out of 100 that the results would be in favor of the exercise group. However, in the case of my Westport boys in Kansas City that difference is almost a true difference because we had such a large proportion of the entire group.

Mr. Perry

I am glad the figures came out so as to ease your mind about causing the influenza, but I am still wondering what would happen if the study were to include the girls and to cover a longer period of time.

Dr. Lapp

Dad, I am just one jump ahead of you on that point. Girls were included in a follow-up study for the three-week influenza period, and they also produced results in favor of daily gymnasium classes. An additional study covering a whole semester gave the same results for both boys and girls. It seems to me that we have a definite case of "physical education for health".

# # #

PHYSICAL EDUCATION FOR HEALTH  
RADIO SERIES

October 13, 1938

"Our Young Teachers Write Home"

Dr. Forrest C. Allen and Miss Elizabeth Dunkel.

Dr. Allen Tonight we invite you to chat with us about a group of young people who have dedicated themselves to the service of teaching. When these young people took their jobs they hardly recognized the far reach of their influence. The full realization of their responsibility, as it were, came to them unawares. The intermediate and the high school pupils were the ones who made these young teachers feel their importance and their responsibility. Of course, these teachers have had real professional training which well fitted them for their tasks. These aspiring young teachers who thrilled the youngsters, and then in turn were thrilled by these youngsters, were university seniors less than one year ago tonight.

Miss Dunkel, I understand that you have received several letters from your former students of last year who are now in their first teaching positions. Weren't you terribly proud of these expressions of responsibility coming from these teachers whom you trained so recently?

Miss Dunkel Dr. Allen, I am proud and pleased with the reports that have been coming in from our majors who have just matriculated into their lives as teachers. And I've taken the liberty of bringing letters from these girls so you and our radio audience can enjoy them, too. Now, I'm not reading these just for the sake of gossip, but because they have left me with some ideas for reflection. They hold a message of deep importance not only for us who are training teachers in physical education, but also for the parents of youngsters who pass under the teaching and influence of these teachers.

Now here is the first letter from Ruth Baker. You remember Ruth Baker started her university career as a mathematics major and later changed to physical education. She holds a position in the Salina high school this year. The whole tone of her letter is ecstatic. Here are a few lines from it: "When I heard the football broadcast I felt that I'd like to be back in K.U. ~ but no, I'm too well pleased here in Salina. If all the other graduates of last spring are one-half as happy as I, they are really enjoying themselves." . . . Then after describing her classes, she mentions, "Of course there's some work connected with our profession - I find the physical education teacher is chief 'game-getter' for all and any school organization picnic or party. Also I've found that every child who gets a bruise, scratch, broken bone or a case of illness is

sent to the physical education teacher. All these aside aids seem to take up every spare moment, but I really love my job, and I wouldn't trade it for any office job or teaching of other subjects."

Dr. Allen

**Splendid!** My first reaction is to feel that Salina is a fortunate community to obtain a teacher who enters into her work so wholeheartedly. I do know that parents and school administrators always appreciate this type of service that goes with sincere teaching.

Miss Dunkel

And now here are bits from another letter. This one comes from Catherine Dunkel, who is in the high school at Coffeyville this year. In fact, her letter practically repeats the news in a similar one from Lucille Bottom, who is also now in Coffeyville. Here's what Catherine says, "I have some darling girls in my class, and I'm so excited about their liking me. They are dependable and work like Trojans, and I love working for them." Then she goes on - "I was in charge of the concession stand at the football game and we cleared \$28 for G.A.A. Now I'm working on a tea for Student Congress Convention. And also the faculty wives have asked me to give them a swimming class, so I'm chalking that up on my schedule. Next Thursday I am to give a talk in a girl's assembly on 'What Propriety and Good Taste Mean in Mixed Company'. P.S. Don't know whether I told you but I'm helping the Junior High school physical education teacher with some modern dance technique."

Dr. Allen

Well, - when does she have time to teach her physical education classes? From her list of extra activities I'd judge that she would have to be a little careful of her own recreation.

Miss Dunkel

Well, Dr. Allen, you've certainly been in physical education long enough to know that teaching class schedules is almost the smallest part of the things physical education teachers are expected to do. And I think you are right in assuming that it is easy for them to overdo. Now, here is a letter from Irene Moll, who is beginning her work this year in Dodge City high school. Perhaps you noticed an item in a recent Journal-World describing the acclaim which greeted her pep squad when they drilled between halves at a Dodge City football game. Here's the bit from Irene's letter - "Teaching is fun, isn't it? I am sponsor of G.A.A., Soph. Class, Pep Club, Girl Reserves, and Tumbling Team." Irene then describes her classes in physical education, and finally adds, "It sounds as if I have a lot of irons in the fire, but I'm learning to organize my time. All my energies are toward one thing: doing the best job of teaching I can, therefore I practically eat, drink and sleep school." Another letter, from Esther Gilkeson, repeats the same kind of news from Medicine Lodge where she is teaching physical education and English.

Now, Dr. Allen, do you blame me for getting a glow from reading letters like these? To me the zest stimulating these quotations is the best kind of reward for all the time, work and patience that goes into the profession of teaching. But I'm monopolizing all the time. I happen to know that the men's department sent out some majors last year. I've already had a heartwarming conversation with Maurice Cannady about his work in the Junior high school right here in Lawrence. Why don't you give us an idea of Maurice's feeling on the subject of being a physical education teacher?

Dr. Allen

Well, Miss Dunkel, I might say that Maurice Cannady has all of the concomitants of the successful teacher. While Maurice is a very promising athletic coach, yet his paramount interest centers in his young charges. He stresses physical cleanliness to them, emphasizing that the term 'well-groomed' means clean hands, skin, teeth, hair, nails and feet. You know he calls dirty fingernails 'mourning bands' because of the possible infection that they might carry. He also calls the boys' attention to the fact that it was the athlete who taught America to take a bath daily instead of one every Saturday night. He knows that if the memory and imagination are kept clean, morale strikes a new high.

And then there's Forrest "Frosty" Hardacre, last year's varsity football and track star, who is coaching and teaching at Ness City, Kansas. "Frosty" was a physical education major, a hail-fellow-well-met, with enthusiasm, personality and leadership which will carry him a long way. "Frosty" likes his work immensely. He, of course, wants to know all about the football team and about the gang in the Physical Education Department. When a graduate leaves his alma mater he often learns a new meaning of his loyalty for that institution.

Miss Dunkel

Hearing these letters again puts me in that mood of reflection I mentioned when we started talking. I'm impressed with the fact that not one of these tyro teachers mentioned liking her or his job because of the salary check. There were no gibes of resentment, either. I've heard teachers say things like, "Gosh, these brats. I get so sick of herding them that I can't stand the thought of them after the last bell rings." Secondly, there were no complaints about the burdens of extra-curricular duties, but instead an enthusiastic acceptance of every opportunity to be of service to the children, the school and the community. There was no fussing over administration or the local situation. And the next point which I want to bring home is that these young teachers are not only teaching the physical skills and knowledges of physical education, but they are assuming the responsibilities of nurse, health advisor, recreation director, spiritual advisor, club sponsor, entertainment director, and mother confessor.

Dr. Allen

Yes, Miss Dunkel, and although these duties add to the busy lives of these young teachers, they are the very things which make the physical education teacher capable of exerting more influence on youngsters than any other teacher in school. I wonder if our parents realize how many times students seek out the physical education teacher for aid in personal problems which sometimes they feel they can't even take to their own fathers and mothers. We should be grateful as parents, and as teachers, that education is recognizing the many contributions to the whole child which physical education can make. In this department the youngster finds an opportunity to satisfy the fundamental cravings and needs of a developing emotional, mental and physical self. The physical education teacher who understands the technics of his or her field and who possesses the true concept of fine teaching fills a place in the school and community that no other teacher can replace.

Miss Dunkel

Yes, the old expression that teaching is a noble profession may seem trite, but to a teacher who has experienced the rich reward of seeing students grow and develop under his guidance that phrase is potent with meaning. Modern education holds forth the ideal of the "artist teacher", - the teacher who achieves a degree of selflessness in using his life to serve and enrich the lives of others. That kind of teacher never worries about drudgery or routine, for each new student becomes a fresh challenging opportunity for creative accomplishment. I said at the beginning that the letters we've discussed made me proud and happy, and I want to repeat that, for they convince me that these young teachers have the "artist teacher" concept. And with that ideal, they will act as complements to the parent and home in guiding children at school.

Dr. Allen

Thank you, Miss Dunkel, for this friendly fireside chat concerning our youngest teachers out in the field. They are thinking not so much of what they want as of what life wants of them. And either in their presence or their absence you are well pleased with their responses. And too, it is the presence of their own inner adequacy which is responsible for the tranquil state of mind which these successful teachers possess.