PHYSICAL EDUCATION FOR HEALTH Radio Program December 29, 1938

Allen

(Dr. Forrest C. Allen, Director of Physical Education and Varsity Basketball Coach and Glenn Oatman, Present Kansas Amateur golf champion and nationally ranking golf star.)

Allen

Glenn, there are certain definite qualities which go to make up a real champion. Many of these qualities can be seen in a boy in his every day life. A champion is not made by accident, but rather by design, and I believe you are a good example of a champion having been made by design. I imagine that you dreamed of being a champion a thousand times before you became one. Isn't that true, Glenn?

Oatman

Well, yes, Doc, I have haddreams of holding a crown all my life, but it seemed like a dream even when I won my first major tournament.

Allen

The thing I admire about your achievements, Glenn, is the fact that a fellow like you who weighs but 120 poinds and sits on the amateur golf throne of these two states - Missouri and Kansas - won his spurs by mastering this game through fine concentration, perfect coordination, timing and rhythm, and an indefatigable desire to make gray matter count over bulk. Now I'd like to ask you a question. In my own mind I think I already know your answer, but I'd like to know the most to you which do you consider the most valuable - your diploma from the School of Business of the University of Kansas or your golf championships?

Oatman

I would rather have the diploma, of course, but why can't one have both? One must be able to do many things in present day competition.

Allen

Right! And that is what most any intelligent fellow would say. Naturally he should put his education first, but why shouldn't he have pleasure plus the mastery of certain games as he goes along through life? That is what I have always maintained - that athletics should serve as a favorable introduction to society and business. That is exactly what you have done with your golf. You have re-created your body, you have made many fast friends, you have become a champion, and withal you are still a very young man.

Oatman

Yes, I remember when I was ill and I used to play golf to beat back and recover my health, and during that time I learned patience and self-control. But after all, I don't know whether beating back from my illness taught me more patience than the golf or not. Golf is granted by many to be the greatest character builder there is. However I can't say it has helped me so much. True enough, lack of self-control in competition defeats your own purpose since you are your own greatest opponent in this solo game.

Allen

Glenn, I'm glad to hear you make that remark because I know a number of great athletes - Glenn Cunningham, Brutus

Hamilton, Everett Bradley, and others -- all those boys have either had a severe attack of illness or an injury that has made it appear that not only their health but their whole future was blasted so far as motor activity was concerned. But through patience and perseverance every one of those boys became real champions - not only local champions, but world champions as well. And after all that is the crux of the whole thing, where a fellow can turn seeming defeat into victory, and only through courage, patience and an indomitable will can those things come to pass.

Oatman

Yes, Doc, I have watched a lot of your championship teams play, and I have often wondered what it was that made them champions - whether you inspired your boys to do a certain thing or whether you told them what to do in special crises, or just what it was that made your teams great.

Allen

Well, Glenn, I don't think that we have achieved any more than any other coach could with the fine material that we have had here at the University of Kansas. The big thing, Glenn, is that we have had fine boys to work with, boys who wanted to play, boys who wanted to win, boys who would give up a lot of things to achieve this victory. I attribute what success I have had to the fine material that I have had to work with, and to the splendid response that those boys gave in certain critical hours. Naturally I have had to work with a group, and it is difficult sometimes to mesh all the psychological factors of the many boys into one united whole. That is team play. Of course that is somewhat different from the individual golfer. But in your play, Glenn, isn't it true that you not only had to master your own self, but you have had to give away poundage and height and reach to an opponent? All these factors that seem to Weigh against you would naturally prove to be a handicap. How did you overcome most of these mental and physical hazards. Glenn?

Oatman

Well, Doc, I didn't always overcome all of them. But in golf the mental attitude plays a tremendous part. Timing and rhythm are the main essentials, and these combined with near-perfect coordination determine the efficiency of the golfer.

Allen

I think I know this answer too, even before I ask it. Who is, in your opinion, the top golfer of all time?

Oatman

There is no doubt about it, Doc. There is just one immortal golfer, and that is Bobby Jones. He did everything that a golfer was supposed to do. In my opinion his record will never be tied.

Allen

Ah Glenn, there's the champion, Bobby Jones, who really made you a champion! I am sure that you dreamed of Bobby Jones and his prowness when you were a little fellow. Isn't that true?

Oatman

Yes, it is, and when I met him last year at Portland that was the realization of alife-long ambition. I had a talk with him one aftermoon and I think he gave me a hint as to what really made him great -- and that was his power of concentration. Grantland Rice said this of him: "after Bobby Jones had won the Grand Slam in 1930 which was winning the four major tournaments in the world in one year, that Jones had the most perfect power of concentration of any human he had known. When Jones came up to the last hole in the National Amateur in 1930 and was putting out in front of a gallery of ten thousand people, a train passed by about 50 years from the green. A shrill blast of the engineer's whistle fairly shocked Jones' cohorts, thinking that the noise would unnerve him during his putting. But on the other hand, when Grantland Rice queried him about it later. Jones said, "I never even heard the train." I think that is certainly perfect concentration, don't you?

Allen

Marvelous! Only a fellow buried so deeply in his desire for achievement could inhibit such distractions as these. But it seems to me that I recall some incident similar to this, Glenn, when you were playing Ted Adams, the present Canadian golf champion, at St. Joseph. Everyone: thought you were defeated at one point of your match.

Oatman

Well, perhaps the incident that you refer to was when I missed the put that everyone thought would upset me so severely that Adams would defeat me. But on the other hand, queer as it may seem, I came back and managed to shoot sub-par holes and win the title anyhow.

Allen

Well, that would have meant defeat for a great many fellows, but apparently you had your fighting heart keyed to the point where this old adage "A fellow who won't be beaten can't be beaten" rang true in your case. In other words, you just had to win that golf tournament, didn't you, fellow

Oatman

Well, fortune smiled on me that day, Doc. I did seem to keep my faculty of concentration, and I guess Old Lady Luck was kind to me on that occasion because I really wanted that tournament.

Allen

Well, you certainly delighted your many friends and followers, and you had a lot of them, all of them pulling for you to win. Since we are speaking of golf, Glenn, I am, of course, interested in golf for the students here at the University of Kansas. We have a nice sporty six-hole golf course on the University campus, and you have been mighty fine in helping us lay out our course and in giving your advice on the upkeep of the fairways and greens. In addition, you have served as coach of the University of Kansas golf team. Considering golf as one of the features of the student athletic program, I would like you to point out the golf program you would like to see employed here at the University of Kansas.

Oatman

Well, of course your own Department of Physical Education recognizes golf and gives credit for elementary and ad-

vanced golf courses. Golf is a sport that can be played with proficiency by both sexes, and from the ages of 10 to 70. In this respect it probably is one of the widest and longest lasting fields of play of any athletic game. In addition, it has the longest carry-over of any game. Personally, I think the game of golf should be given more emphasis at the University of Kansas, much as it has been in some of the other leading universities of the nation.

Allen

Well, Glenn, I find myself going along with you one hundred percent so far as your and my desire is concerned with regard to golf participation here at the University. But the peculiar topography of Mount Oread does not lend to an enlargement of our golf course, even to nine holes. But I will let you in on a little secret. For years now I have been dreaming about an eighteen-hole golf course for the University but it cannot be on the campus. I envisage a University of Kansas golf course with play fields for tennis and other eports with a club house similar to the Country Club. This may be five miles from Lawrence, but the time is coming when such a play field and golf course will be a part of the University. There are many people who believe that it is just as intelligent to endow such a play field for the students of the University of Kansas as it is to give a much-needed building. And I am working very definitely on that project. In your lifetime and mine we will see such a thing come to pass. The students will leave the campus and go out to this play field to recreate themselves physically, just as they train their minds under their instructors here on the campus. This will be an integral part of their education.

Oatman

Well, I am certainly glad to learn that, Doc. And that plan has already been carried out at Iowa State College. But of course they have ample acres adjacent to the college campus which has made it possible. At present they have one of the finest eighteen-hole courses in Iowa. It was laid out by Perry Maxwell, the same golf architect who laid out the new 18-hole course at the Lawrence Country Club. Next year's Big Six golf championship will be decided on that course. Getting back to the benefits from golf to the average student, I would like to make this observation, since I am a booster for golf--that golf's emphasis on grace, coordination, headwork and self-contral, rather than on speed, power and weight, fit it properly into a broad and helpful educational program.

Allen

I also heartily agree with that, Glenn, that point is what we brought out in the early part of our discussion regarding your handicap of under-poundage, which ordinarily would render you less liable to make a varsity letter in the sports of football or basketball, but which did not handicap you when it came to this grand old Scotch game of golf. And golf is on the increase everywhere. It is a pleasurable activity in which gentility and sportsmanship can reach their highest peak. Where father, mother, sister, and brother can improve their health, happiness, longevity and appetite in a congenial foursome in God's great out of

doors. Someone has said that golf takes most of the meanness out of you, yet leaves you with enough to make you still realize that you are human.

PHYSICAL EDUCATION FOR HEALTH Radio Frogram February 2, 1939

(Mr. Herbert G. Allphin, Instructor in Physical Education; Mr. Frank Anneberg and Mr. Leonard Wolfe, students at the University of Kansas.)

Mr. Anneberg

I would like to ask you, Mr. Allphin, what are the benefits derived from Gymnastics?

Mr. Allphin

Gymnastics promote muscular coordination, strength, judgment, courage, and grace of movement. These develop muscle and nerve to a notable degree. The more formal methods of gymnastic drills and apparatus work have of late years been replaced largely by informal work, games and plays in the physical education programs of the various educational institutions. While educational values of play and recreation are undoubted, it must not be forgotten that much of the value is to be gained from the type of exercises afforded by tumbling and gymnastic exercises.

Mr. Anneberg

How do you instill confidence in a group when you begin to teach a gymnastic class?

Mr. Allphin

In any well organized and efficiently managed course in apparatus and tumbling stunts, much emphasis is placed upon the provision of adequate protection for the performer as he works. The success of a teacher in this phase of the program of physical education depends greatly upon his ability to build up self-confidence in the beginner. Serious falls may be prevented if each member of the class recognizes a personal responsibility toward his classmate, and efficiently guards or "spots" him as he performs. "Spotting" is the art of using oneself and available safety equipment in the most advantageous manner so that misfortune may not befall the performer.

Why did you become interested in gymnastics, Mr. Anneberg?

Mr. Anneberg

Well, Mr. Allphin, I guess like little Topsy, I just grew into it. My granddad has told me many times that he was one of the most active and agile kids of his time. He is now 76 and can walk on his hands in the water. My dad built a chinning pole for my brother and me before we had started to school. He was always interested in our development. One of the stunts that I now astound people with on the high bar I learned from my dad when I was in the first grade. It is the muscle grind and is done by placing the arms behind the high bar with the back of the body towards it and then swing in a large arc over and over the bar. But you asked me how I became interested in gymnastics. I really became interested in gymnastics after I came to college and saw the well-equipped gym and some older boys doing stunts that I had never seen. The course of study I chose would not permit me to go out for a major sport, so I naturally drifted into the gym where I found plenty of activity. It was here at K. U. where I learned to walk on my hands.

Mr. Allphin

And may I ask when you became interested in this phase of physical education?

Mr. Annoborg

To that question, Mr. Allphin, I might say that I have always been interested in gymnastics. However, soon after I enrolled as a freshman in the University I found that you were organizing a tumbling team and I then became intensely interested. It was the association with this organization that increased my interest and challenged my efforts. During my four years in the University I learned how to use every piece of apparatus in the gym to quite a satisfactory degree. During the summer of 1932 I attended the Olympics at Los Angeles and saw some of the best gymnasts in the world. They inspired me and actually taught me several stunts I had never seen before.

Mr. Allphin

Mr. Wolfo, you are a Senior in the School of Business, and have not taken any of the courses in Physical Education. I would like to ask you the same question that I asked Frank a while ago — Why are you interested in gymnastics?

Mr. Wolfo

That is a rather difficult question to answer. Of course, it is because I enjoy it, but that enjoyment is due to so many different factors, and many of them are of such an intangible nature that it would be impossible to put reasons for my interest in one-two-three order. There is a thrill in doing these stunts that make up the field of gymnastics. The successful completion of a difficult feat, which has involved a series of movements all requiring perfect timing, and the utmost in coordination, gives me a feeling of satisfaction. That feeling of a difficult job well done can be had aplenty in gymnastics. There is such a variety of tricks to be learned that from the beginner on up there is always something new and more difficult to be working on. It is this variety and change that prevents gymnastics from ever becoming boring.

Mr. Annoberg

Mr. Allphin, tell us how a symnastic meet is conducted.

Mr. Allphin

There are five different units of the meet: flying rings, parallel bars, horizontal bar, side horse and tumbling. Usually two competitors from each school in a duel meet participate. Each contest ant does three exercises in each unit. There are from three to five judges, depending upon the agreement before the meet starts. Each competitor is judged on a basis of zero to 10 on each exercise. The judges take into account the approach, execution of the exercise and the finish. The points are added at the end of the contest and the team with the most points is declared winner.

Frank, I have seen you walk on your hands down the stadium stops numerous times. I would like to ask you how many steps there are and what is your advice to one who wishes to learn this difficult feat.

Mr. Anneberg

Mr. Allphin, there are 84 steps from the top to the bottom. I count them every time I do this little trick. Every time I put a hand down I count, and believe it or not, the last ten steps are the easiest. However, I would advise anyone who wants to learn this trick to first learn to walk on level ground. Then from that they may try going down one step at a time, and then several steps. This stunt, like many other gymnastic tricks, takes a certain amount of strength and a lot of practice.

Mr. Allphin

Mr. Wolfe, which type of gymnastics do you prefer?

Mr. Wolfe

I prefer tumbling. There is practically no limit to the combination of stunts which can be performed. In doing various flips and air turns, I can experience some of the sensations that flyers, birds, and divers must feel. Tumbling requires no apparatus and can be indulged in no matter how far you may be from a gymnas ium. A piece of grass, a soft stretch of earth, or beach sand all make splendid places for this sport. To a certain extent tumbling is a safety measure. I have never heard of a tumbler falling down stops and broaking an arm or a log. He has learned how to fall without hurting himself. And his training will enable him to keep his feet where a less agile man would go a-spinning. Then, too, it is a splendid way of getting a lot of all around exorcise in a short time. For instance, tumbling, one of the most popular forms of gymnastics, involves the use of practically every musclo of the body. And that use is strenuous enough so that only a comparatively short time spent in the exercise several times a week is sufficient to keep a man in tip-top physical condition. I would estimate that it would take twice as long to get the same amount of physical activity in a game like tennis, and perhaps five or six times as long in a game like golf. To a student who can afford only a short time away from his studies, this consideration is important. I believe that our football eoaches recognize this fact. Haven't the football players here at K. U. been given some training in tumbling?

Mr. Allphin

Yes, the Department of Physical Education offers a skills course, Number 31M, in which tumbling is included, and a number of the football players have been enrolled in this course Leonard, will you explain how you do the giant swing on the high bar.

Mr. Wolfe

The giant swing on the horizontal bar may be compared to the spoke of a wheel revolving around an axle. In this case the performer's body is the spoke of the wheel while the bar to which he holds is the axle. After mounting the bar I push up to a hand stand. It is the position of my body in the hand stand which furnishes the momentum necessary for the turn around the bar. With the same motion that carries me to the hand stand I start falling away from the bar, my body fully extended, and I hang on for dear life to that bar. The momentum my body gains on the down swing, which is sufficient to carry me through an entire circle around the bar and back up to my original position of a hand stand. From that position the whole swing is repeated again and again.

Mr. Allphin

Do you have any fear of it?

Mr. Wolfo

I don't fear the giant swing, but I do have a genuine respect for it. To begin with, the bar must be eight feet from the ground and when I am standing on my hands on top of that bar looking straight down, it looks even farther away than that. As the entire revolution around the bar is done with the body entended at full length, the centrifugal force of the swing added to the normal

weight of the body makes for a very heavy pull on the hands. It is the possibility that my hands might slip off that I fear most. To prevent slipping I use chalk on my hands. There is a practical limit to the number of revolutions that it is advisable to attempt Six or seven revolutions is as much as I have ever tried.

Mr. Allphin

Frank, I saw you put on an individual act once between halves at one of our home basketball games. Will you please tell us what you include in this act?

Mr. Annoberg

Mr. Allphin, this act depends a lot on the type of floor I have and the facilities. Generally I begin this act by doing several types of hand stands in a chair. Then with six wooden bricks I walk on my hands and pile these into different kinds of piles. Then by placing one foot on a rost, I stand on my head and play a trombone or violin solo. This always gets a laugh. My next stunt perhaps is the most difficult. Standing on my head again I drink a quart of water. The difficult part of this trick is to relax the inner muscles of the throat to allow drinking and to tense the outside muscles enough to hold the body in an inverted position. The climax to my act is a tap dance that I do on my hands. Recently I have made some rings to use on my fingers to beat out the taps. Tap dancing up side down is getting to be an easy stunt for me now.

Mr. Allphin

Frank, have you thought of any new stunts that you would like to do?

Mr. Annoberg

Yes, Mr. Allphin, I am working on a roller skating stunt. It is a difficult feat and perhaps will take me several months to perfect it. I have made my own skates and have been practicing two months already. I hope to have it ready for public approval by the end of the school year.

Mr. Allphin, tell us something about the gymnastics you saw during your Physical Education Travel Tour in Europe in the summer of 1936.

Mr. Allphin

The most interesting exhibition of gymnastics that I recall seeing was at Prague, Czechoslovakia. Our hotel joined the exercise field of the largest Sokol Gymnasium in the city. It was here the Olympic Gymnastic Team was practicing and having tryouts to determine the would represent their country in the Games at Berlin. The Sokols work out-of-doors when possible. Covers for the different pieces of apparatus are provided to protect the apparatus when not in use and during inclement weather. The men were working out for five hours, from 8:30 a.m. to 1:30 p.m., and did not seem to be fatigued at the end of their drill. One of the members was 35, another 36, and the balance were between the ages of 22 and 30. This seems to indicate that if an individual wishes to take up gymnastics and practices regularly, he can indulge in this activity a number of years beyond the forty mark.

Mr. Annoberg

That is cortainly interesting. Tell me, did you see any exhibitions at the Games?

Mr. Allphin

Yes, I saw several gymnastic exhibitions at the Games in Borlin.

In the evening, after the track events were completed, exhibitions were staged by a different country each day. Denmark, Norway, Sweden, Hungary and Germany provided entertainment. The exhibitions consisted of massed drills by music, apparatus and pyramid building. The number of gymnasts, both men and women participating in these spectacles, ranged from 500 to 2000. What impressed me was that the majority of 105,000 spectators in the stadium would remain to see these fascinating drills.

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PHYSICAL EDUCATION FOR HEALTH

Radio Program January 26, 1939

(Dr. V. W. Lapp - Mr. L. R. Porry - Mrs. Margaret Dart)

- Although Archery is as old as civilization, it has only recently been added to the curriculum of the University of Kansas. This fall we organ ized two classes in elementary achery, and it proved to be popular enough so that two classes in elementary archery and one of advanced technique have been included in the physical education program for the second semest. er. In the public schools of Lawrence the girls have been shooting for at least a year. This fall I had a girl in my University class who had taken archory in the senior high school. Mrs. Dart, can you tell us how long archery has been taught in Lawrence?
- Mrs. Dart
- We've been teaching archery in the sonior high school for three years. The first year we had only three bows and a few dozen arrows. With 35 students in a class, about all we accomplished was the technical phase of shooting, such as stringing and unstringing the bow, standing position, complete draw and the rolease. The second year, with more equipment, each girl was able to shoot 24 arrows during a class period, and we kept accumulative score cards with scores from three different distances. We entored three students in a meet with Kansas City, Kansas the following year, and have used some of the better archers to demonstrate shooting between halves at the basketball games. Now intramural archery is held for advanced students after school hours. I understand, Mr. Perry, there was an archery club at junior high school.
- Yes, there was an archery club at junior high school about four years ago, Mr. Perry sponsored by Mr. Edwin Burgess, and it was my privilege to help Mr. Burgess two years. In the club, which was purely a voluntary organization, about 20-25 boys reported. They made or bought their own bows and arrows and learned some of the fundamentals of archery. Probably much of the shooting would not have been classified as skillful, but the enjoyment of the shooters more than made up for that. Of course, there were all kinds of bows, ranging from toy archery sets to 30-50 pound good lemonwood bows. Although this activity was carried on after school hours, considerable skill was developed by some of these young shooters. Since the start of our second semester, in talking to my classes in senior high, I have asked the boys how they would like to shoot a bow and arrow as a class activity A wory great desire in every class has been evident. I intend to use archery in my spring program, and with some new equipment added to Mrs. Dart's present supply, and by shooting on alternate days with the girl's department, we should be able to do some worthwhile shooting. Doc, didn't I hear you say you had a girl in your archery class? I thought you were in the men's physical education department?
- Dr. Lapp
- Yes, Dad, you heard correctly. Our department is somewhat unique in that we have several co-educational activity classes. Badminton, which is also new to our curriculum, is open to both boys and girls. Our tap and social dancing classes are co-educational. This is also true of fencing and archery is no exception. About 75% of our onrollment in the first two archery classes were girls. Dad, you mentioned boys in your junior high school group having bows weighing 30 to 50 pounds. It would seem to me that a 50 pound bow would be rather heavy for these small boys to carry around.

Mr. Perry Doc, you know better than that - no bow weighs 50 pounds. The term "50 pound bow" refers to the power necessary to draw the bow the full length of an arrow. Most girls shoot bows with a pull of from 25-32 pounds, while boys can pull bows of 30-40 after they have become accustomed to drawing. Recognized men's weight of bows is from 40-60 pounds. Mrs. Dart, just how do you justify archery in your program?

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Mrs. Dart When we justify archery in our physical education program, the development of good standing posture with coordination of shoulder and arm muscles is always the first objective mentioned. Posture is one of the main phases of our program. Safety education is accomplished as archery can be a rather dangerous sport. Therefore, a great deal of stress is placed on safety rules.

Cooperation among students in keeping scores and recovering arrows is necessary. I have found that students take better care of archery tackle owned by the school than any other athletic equipment, thus covering the teaching of good citizenship. Archery has a great carry over value as it is enjoyed by every age group. Dr. Lapp, we have been interested in flight records. Would you give us a brief explanation of that phase of archery?

Dr. Lapp Shooting for distance is one of the events of archery. It is called flight shooting. In flight shooting special light-weight arrows are shot from bows with a very heavy pull. In fact, some of the bows pull so hard that the shooter lies on his back and places his feet on the bow and pulls with both hands. Bows with the heavier pull are shot from this position. Only last summer a new flight record of 615 yards was established at the national tournament held in California. This, of course, was established shooting from the back position. The record from the standing position was also broken at the same time; 486 yards is the modern record. Many persons, after reading Robin Hood and seeing the moving picture of the same name, think the old English hunter and his long bow were the pinnacle of archery. The modern archer now shoots more accurately and farther than the Englishman of that period.

Mr. Perry

Yes, that is probably true, yet the modern archer cannot match the records of the Turks of the 12th century. History tells us that in the records of the Constantinople Club many shots were above 1200 paces; 100 paces were about 70 yards. The longest is credited to Toz-Koparaw as 1281 paces, or nearly 918 yards. The present flight record is only 615 yards, so you can well appreciate how efficient the Turkish bows must have been. This was probably due to the peculiar structure of this Turkish bow, which was made of horn, sinew and wood. It differs greatly in construction from the western long bow, since it is short, usually not over three feet in length, when drawn. The bow had a wood canter, usually of marle or mulberry, and was covered with the sinews of animals fastened by glue prepared by boiling skin from fish mouths or tendons of animals until it was very sticky. The tips of the bow were from 3 to 6 inches long.

Mrs. Dart Mr. Perry, that is true, but the bows the Turks made in the 18th century were even finer than the bows made in the 12th century. Authentic records exist which show that shots over one-half mile long were made. In 1768 a man named Mohammed Effendi shot an arrow 976 yards from a standing position, which is 58 yards farther than the record in the 12th century. Only last summer the modern record from the stand was established at 486 yards, which was only half as far as the Turkish record. After the Crusades, the archers of Constantinople banded together and with the help of Mohammed II established a club which existed for a long time. The

members were divided into groups called 900's, 1000's and 1100's which represented the number of paces which the archer must shoot in order to qualify. Every member had to practice for six months before he was a fully qualified member. All of his training was supervised by a master archer and consisted of drawing the bow 5,000 times practicing the loose which was shooting into a box. Dr. Lapp, didn't you tell me at one time that during the last Byrd expedition the members of the party carried

- Yes, Mrs. Dart, in the last Byrd expedition into the Antarctic some target equipment was carried which was donated by a group of archers. This equipment was to be used for purposes of recreation. Dr. Poulter, the physicist with the expedition, figured out a method of attaching a line to an arrow in such a manner that it did not interfer with the arrow's flight On the trip down to the South Dr. Poulter shot at some of the birds which followed the boat. In case of a miss the line was reeled in and the arrow recovered. Dr. Poulter made one hit that brought down an albatross which he intended to have preserved and mounted. But he gave in to the pleas of the sailors and threw it overboard. The sailors were superstitious and were very unhappy about the presence of the dead albatross.
- Mrs. Dart Were the bows and arrows used for any other purpose after the arrival at Little America?
- Dr. Lapp

 As I understand it, some scals were killed with hunting bows, but the process was too slow. Time was short and a meat supply for the dogs had to be secured before the winter set in and seals left for more open waters. It was necessary to use rifles to speed up the process. After the return of the expedition, I was in Dr. Poulter's basement while he was unpacking the archery equipment. He handed me a bow and asked me to string it for shooting. I took the usual position for bracing a bow and went to work. But I could not quite slip the string into the bow nocks. Dr. Poulter put the string in place rather easily. He said he was the only man on the expedition who could string the bow which had a pull well over 100 pounds.
- Mr. Perry Doc, you say you could not string this bow, yet Dr. Poulter did it easily? You are a 200 pounder and stand over 6'1". Just what sort of a man is this Dr. Poulter?
- Dr. Lapp Dad, Poulter is some man. When I stand beside him I have to look up, and his arms and shoulders are very much broader than mine. However, with some practice I think I could string the bow.
- Mrs. Dart What happened to all this archery equipment that went to the Pole?
- Dr. Lapp
 I am not sure, but I was given three bows to transport from Crawfords-ville, Indiana, to Iowa City, where my brother, who had helped collect the equipment, was given his choice of one of the three bows. The remaining two were later returned to Dr. Poulter at his Mr. Pleasant, Iowa home.
- Mr. Perry

 You mention Dr. Poulter hunting seal and shooting birds with the bow and arrow. There is considerable hunting of both large and small game in this country. In the state of Wisconsin over three hundred special hunting licenses were issued this year. This last hunting season Wisconsin, like the state of Michigan, has opened deer season earlier than usual to

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some archery equipment?

to permit those who wish to hunt with bow and arrow to have the first chance. There is only one stipulation on bow and arrow hunting, and that is when the regular season opens the hunter must not stay and hunt with a rifle. About two years ago the Michigan legislature passed a law permitting the ten-day early season. One of the legislators thought it so funny that he tacked on a rider to the hunting bill, making it legal to hunt elephants with sling shots during the same season in Michigan.

Mrs. Dart This last fall the Kansas City Star carried several stories on hunting with bows and arrows. In one issue there was a picture of a hunter who had hot a four point buck that weighed 140 pounds. In another story concerning hunting, a group of Southern hunters were treed by a wild boar while they were hunting with bows and arrows.

Mr. Porry

Some people wonder about the killing power of an arrow. I have been told that an arrow equipped with a special hanting point and shot by a 50 pound bow will go through a deer lengthwise. Also, I have been told that a hunting bow with a pull of 85 pounds will shoot a plain shaft of wood through an inch plank. If a hunting point is attached to the plain shaft the same bow will drive it through a steel frying pan. As I understand it, when a deer is hit with an arrow the hunter should stand still for a period of 30 minutes. By doing this he will not frighten the deer to the point that is will keep on running. If he chases the deer it will run as long as it is able, and may cover several miles. This means a longer carry than is necessary.

Dr. Lapp In the few minutes allotted to us this evening we have tried to present some of the more interesting non-technical facts about archery. We have shown that archery is an old sport from the stand point of racial history. We have shown that archery has a carry-over value for all age groups. Archery includes several events which we have not had time to discuss, such as target shooting, rovers, wand shoots, archery golf, etc. In our broadcast of Fob. 23 the care and selection of archery equipment will be discussed.

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PHYSICAL EDUCATION FOR HEALTH RADIO PROGRAM

January 19, 1939

"Girl Scouts"

(Miss Ruth Hoover and Mrs. L. E. Bice)

Hoover

Just why do we have an organization like the Girl Scouts, and is it intended to include all girls?

Bice

One of the chief aims of Girl Scouting is to provide wholesome recreation for the leisure time of girls. It can easily be reasoned, therefore, that girls who have no leisure time do not fit into the program. Girl Scouting recognizes, however, that the modern girl has much more leisure time than her forbears and many more opportunities for spending it in ways not so wholesome.

Hoover

What sort of a program does Girl Scouting offer?

Bice

It offers a program which is presented as a game; which girls play with others their own age, in pleasant surroundings and under guidance of a leader whose one essential quality is a sense of comradeship with youth. Girl Scouts are assisted through a varied program to find out in what direction their individual talents lie and to develop those talents to the best of their ability. The ten program fields suggest activities in which she may specialize. Girl Scouting believes that happiness is not separable from health, it stresses always the necessity for sunshine and fresh air, plenty of sleep and recreation in congenial company.

Hoover

How do the girls enter into this program and what sort of activities do they have?

Bico

The activities of the Girl Scouts are divided into ten program fields. They are as follows: out-of-door, homemaking, international friendship, arts-crafts, community life, sports-games, nature, health-safety, liter-ature-dramatics, and music-dancing. The girl's interest in these is aroused by intelligent leadership, by the spirit of cooperation between members of a troop and by friendly cooperation between troops. Progress in individual activities is encouraged by a system of proficiency badges covering 50 odd subjects, of which one-fourth are directly related to work in the home. Fifty-seven per cent of the badges which Girl Scouts selected voluntarily last year were homemaking badges. To advance in Scouting girls must know how to cook simple dishes, set a table correctly, make beds neatly, do plain sewing, take care of a baby, and bandage a cut where these tasks are often chores to most girls, they are made fun or a kind of adventure through the Girl Scout method.

Hoover

Are all Girl Scouts of the same rank?

Bice

No. A girl enters a troop as a tenderfoot. This means she has passed the following requirements. She must be ten years old or over, and have attended at least four meetings. She must know the Girl Scout Promise, Laws, Motto, sign and salute; be able to give the pledge of allegiance to the flag and show how the flag is used. To advance and become a second class scout, she must participate satisfactorily in ten activities one chosen from each of the ten program fields. In each field a choice of three or more activities is offered. Before a Girl Scout attains first class rank she should: I. Choose one program field in which she wishes

to concentrate; Il. Farm ten badges, as follows: a. No fewer than four nor more than seven badges should be selected from her chosen faelds. The Girl Scout handbook contains the rank and badge requirements. It also outlines the program of Girl Scouting and every Girl Scout should have a copy as a guide to her Girl Scout work.

Hoover

What must a girl do to become a registered Girl Scout?

Bice

Any girl over ten years old who accepts the promise and the laws may become a Girl Scout by passing the tenderfoot test and paying her annual dues of 50¢. She then joins a troop and is assigned to a patrol. Girls living in isolated villages or lonely country districts where it is impossible to form a local council or even a troop may become Lone Girl Scouts and share in such activities as home making, keeping health records, etc. Information regarding Lone Girl Scouts may be secured through the National Field Division Girl Scouts, Inc., 16 West 49th St., New York City,

Hoover

What kind of a uniform do the Girl Scouts wear?

Bice

It is a coat dress which slips over the head and is made of green Girl Scout cloth. It has patch pockets and a cloth belt. There is a hat also of the same material with the emblem G. S. in front. Low-hoeled shoes are always worn with the uniform. The uniform and other official equipment may be obtained from the Equipment Service. Certain department stores also carry Girl Scout supplies. A magazine published exclusively for girls by the Girl Scouts, Incorporated, is called the American Girl Magazine.

Hoover

How large is a Girl Scout troop, how is it organized, and who is at the head of it?

Bice

A troop may have from 3 to 32 girls. A troop having 32 girls would be divided into four patrols of eight girls each. Each patrol leader is chosen from among its own members. The captain is at the head of the troop. She must be at least 21 years old and should be trained in the leadership of girls. She may have a first lieutenant who must be at least 18 years old and as many second lieutenants as she chooses. The captain, her assistants and the patrol leaders form the Court of Honor which decides on the plans for the troop. This Court of Honor system is peculiar to Girl Scouting and is one of the tools furnished by the scouting system to develop leadership in the girls themselves. The duties of the Court of Honor are to run the troop and handle anything which may come up in the troop meetings. It works the suggestions and recommendations brought in from the different patrols by their leaders, into troop programs. The Court of Honor also handles matters of satisfactory or unsatisfactory conduct.

Hoover

What is the difference between the Court of Honor and the Court of Awards

Bice

Those terms are frequently confused. The Court of Honor, as just explained, is a meeting of the patrol leaders. The Court of Awards is a meeting held for the presentation of the proficiency badges.

Hoover

What facilities are furnished for Girl Scouts in this vicinity for summer activity and camping?

Bice

Camping is an essential part of the Girl Scout program and girls of this vicinity are given a chance to attend the approved camp at Dover, Kansas, which is under the auspices of the Topeka Council; the Pin Oak Camp, Kaiser, Mo., under the auspices of the Kansas City, Mo., Girl Scout Council. At camp the girls learn the fundamentals of physical living. They build lean-tos, erect their tents, construct fire places, cook out-of-doors, learn to swim and to get along with others. In addition to the permanent camping, a day camp is provided during the month of June, which meets twice each week. The activities of this camp consist of nature study, dramatics, archery, and handicraft. The average attendance last summer was around 50 girls.

Hoover

Who are the local council and how do they aid the troops?

Bice

The local council is composed of a group of representative women and is chartered by the National Council. It provides the necessary funds for training its leaders. It is responsible for the maintaining of Girl Scout standards under its jurisdiction. The local council of Lawrence sponsors only the activities in the postal area of Lawrence. It is responsible for giving the Girl Scouts the Girl Scout program. Some communities have community committees which are smaller than local councils, but whose purpose is to promote and supervise the welfare of Girl Scouting. Each troop may have its own committee also who is interested primarily in one troop alone.

Hoover

How many Girl Scouts are thore in America?

Bice

Actual membership as of Octobor 31, 1937, was:

Girl Scouts

318,004

Brownies

40,446

Leadors and

adult mombors 83,514

Making a total regi stration of 441,964.
Actual membership as reported in October, 1938 was over 500,000.

Hoover

You spoke of the Brownies in your membership--what are they?

Bice

The Brownies are the girls between the ages of 7 and 10. Their program is separate from the Girl Scouts, yet part of it. They become Girl Scouts at 10.

Hoover

How many Scout troops are there in Lawrence?

Bice

There are 12 registered troops of Girl Scouts in Lawrence, and two Brownie Packs. Two of the troops are colored Girl Scouts. The organization is non-sectarian and non-partisan. There are Girl Scout troops in 29 different countries. A chalet for international camping is in Switzerland where girls from all countries come together to live and camp as sister scouts.

PHYSICAL EDUCATION FOR HEALTH Radio Program January 5, 1939

(Jim H. Raport, Instructor in Physical Education, and Mr. Bruce Kimball, and Mr. Webster Kimball.)

Raport

Tonight we will discuss a sport subject that is fast becoming a leader in many sections of this country. It is the game of badminton. Interest in this section is just beginning to crystalize, and I think this is an opportune time to answer the many questions that have arisen in the minds of many sport loving fans concerning the pros and cons of the game. I am fortunate, indeed, to have with me tonight two men who are excellently qualified to discuss the subject and to answer such questions as I think will interest our listeners tonight.

Webster Kimball, a K. U. student and holder of many important badminton titles, and his father and coach, Bruce P. Kimball, also a former K. U. student of the class of 1913.

Bruce, I think our listeners would like to know something of the history of the game of badminton and what it is like and how it is played. Can you give us a few pointers on this angle?

Bruce

The game originated in India. It is older than the game of golf, and this is a surprising fact to many. From India it went to England, then Canada, and for the past decade it has been established in certain sections of the United States. At present it seems to be more popular on the Atlantic and Pacific Coasts, but it is fast spreading to the midcentral states, particularly Illinois, Michigan, and Ohio. The activity in this district is just getting under way, and since you have been the prime mover, Jim, you might sketch a few of the recent highlights.

Raport

Yes, here at the University this semester we are offering classes in badminton for the first time. The enrollment in the badminton classes has been rather high considering the fact that it is a new sport here and most students knew nothing about it. Both the men and the women seem to find it an ideal social and recreative sport for an after-school activity. As you men already know, last week Mr. Creed, Physical Director of the Kansas City Y.M.C.A., invited us down to give them an exhibition of badminton since many of the people there are very much interested in the sport. I noticed recently where the Y.W.C.A. in Kansas City is including that in its curriculum of sports and games for girls and women. Interest in badminton has also spread to Topeka where a group, called the Topeka Badminton Club, is playing the game. Next Saturday night, January 7, we are going to play a match against the Topeka Badminton Club and also give them a few advanced pointers on the game and on tournament play. We hope in that manner to stir up interest and get people in general interested in the game. The culmination of all this activity, we hope, will be in a Missouri Valley Badminton Tournament. Maybe I am looking too far ahead, but anyway it is good to plan. Many people are of the opinion that the game is expensive and costly to play. However, I have found for our beginning students here at the University that I can purchase rackets for them for as low as \$1.20, which actually is the total cost of the game for the beginner except for the use of the birds, or shuttlecocks. So you can readily see that for the beginner the game is no more expensive then, let us say, a game of handball or a game of aerial darts. But to get back to the game of badminton, Webster, will you describe it briefly for us?

Webster

That's a rather difficult thing to do, Jim, in a few words, but I'll do the best I can. Badminton is played on a court similar to a tennis court, although the badminton court is considerably smaller, and while played both cutdoors and indoors, the indoor game is the most popular. The net is about 5 feet high, which is much higher than the tennis net. Instead of rubberized balls, a shuttlecock is used, consisting of a cork head about the size of a quarter in which 16 feathers are inserted in a conical shape. The common name for the shuttlecock is "Bird", since its flight through the air is similar in a way to a winged fowl. The rackets are similar to a tennis racket except that they are much smaller and lighter.

Raport

You stated that the rackets are lighter. What is the average weight of a racket, Webster?

Webster .

The average weight of a tennis racket is about 13 ounces, and the badminton racket will average about 5 and a quarter ounces. The bird in play must be stroked on the fly and not allowed to touch the floor, which constitutes the big difference between badminton and tennis.

Raport

People often confuse aerial darts with badminton. In fact, my first experience in Kansas City with the game found the group there playing aerial darts and they were calling it badminton. Aerial darts is quite a good game, but it does not require and one cannot develop the same technical skill that a person can develop in badminton. The aerial dart game is played with a paddle and a heavy bird weighing about twice, or three times, as much as a badminton shuttlecock. This game also requires more space for a playing court. Up to a certain point in the game progression in the technique of the game sooms to cease; whereas, in badminton even the world's professional and amateur champions are still improving their game. But please don't misunderstand me; I think aerial darts is a fine game. However, I am quite convinced that badminton is a much better game. Now, Webster, you're a golfer, and you've done a little swimming, as well as having played considerable tennis. How does badminton stack up with these sports as an athletic exercise?

Webster

I've done a turn at most all branches of athletics and I think badminton is comparable to both swimming and tennis for exercising all the muscles of the body, although it accomplishes the work-out in a little different way. Bending, stretching, stepping and swinging are the main actions involved.

Raport

Would you say badminton was a strenuous game?

Webster

Well, that depends on how one plays it. If one is going in for tournament play, particularly singles, more stamina is required than a casual observer might guess. In fact, I have heard many persons call it a "sissy" game, but once get such a person on the court and let a good player run their pants off and they soon change their mind.

Raport

Bruce, what is your opinion of the game for a person of middle age?

Bruce

I don't object to being called "old" in the sense of number of years; in fact, I am a grandfather and it will not be many years until my two grandchildren will be taking up the game. One of the nice features of the game is the fact that old and young can play and enjoy themselves to the fullest extent. I find the business men abhor calisthenics and

Bruce (con't) abhor weight pulling, while here is a game that will give them all the exercise that they need and at the same time they get a lot of fun out of it. Badminton is one of the few sports that enable the women to compete with the men. Mixed doubles is one of the favored events. Women also find badminton to their liking; in fact; it threatens to rival bridge. Taking it all in all, badminton is the most sociable game of all, the players are close enough to converse and it is not a difficult game to learn. It is easy to find a player with equal ability, hence close competition can alsays be had.

Raport Bruce, you saw the amateur exhibition match your son played in Kansas City last week in which Webster defeated the prominent professional from the West Coast - Ken Shedd. What was your reaction to this match?

I think it was a splendid fast game. Mr. Shedd, the professional, Pruce displayed some of the most beautiful trick shots I have ever seen, but Webster's hard smashing attack soon wore his opponent down and won the match.

In the doubles match in which you played with your dad, Webster, follow-Raport ing the singles match, how did it feel for father and son to be playing against the other team? I know I enjoyed pairing with you, Webster, and defeating such an outstanding professional team as Baugher and Shedd in the afternoon workout.

Webster I felt confident with my father as my partner. We seem to hit it off well together. I had no fear of soft and drop shots at the net. Dad is one of the best net defenders I've seen for a man of his age; in fact, he consistently outplayed his younger opponents at the net.

Well, Bruce, how did you feel playing with your son?

I was a wee bit jittory at first, since it had been some time since I had met such keen competition, but the excellent support given me by my son soon dispersed my initial timidity and I was able to finish with my usual composure.

You know, fellows, I didn't say so at the time, but I almost lost track of the score when calling that game; I was so interested in watching the beautiful shots on both sides that I almost slipped a couple of times. Let's get a little more personal now, Webster. How many trophies have you in your collection?

I haven't checked lately, but there are about 25.

Twenty-five trophies! Have they had that many tournaments?

You would be surprised at the number of competitive events that are held annually where the game is popular. In California they ran off their 6th annual open this year with many other lesser events. The first National Tournament was held year before last in Chicago, and the singles event was won by Walter Kramer of Detroit. Kramer repeated again in 1938 in Philadolphia, with Markham, the New York Metropolitan champion, being the runner up. The men's doubles, mixed doubles, and women's singles and doubles events were captured by Pacific Coast players. The Mid-West event was hold at Chicago last year and has been won by Raynolds of Chicago.

Raport

Bruce

Raport

Webster

Raport

Bruce

Raport What about the Mid-West for 1935? Are you going to enter, Wob?

Webster Yes, I expect to enter, in the singles event, at least. If we can develope a good partner in the University classes I entend to enter the doubles also.

Raport Is there time for that?

Webster

20 4 60

Webster I think so, as I doubt if the Mid-West will be played until late spring.

Bruce What do you think of the material, Jim, that is being developed in the badminton classes in the University?

Raport So far interest has increased trementously over last year when the first exhibition was given. We hope to put on another such exhibition in the near future, between halves of a basketball game. But to get back to the original question - I feel that with all this interest and the large number of students in the badminton classes we should be able to develop some better class players.

Bruce I think you are on the right track, Jim. I've observed some good progress displayed by some of the students I have seen in action.

I quite agree. I can't recall when I've seen such speedy advancement displayed by new devotees. It has been most noticeable in Monte Merkle, outstanding K. U. football player, and John Ise, Jr. Among the girls, Miss Patricia Green and Miss Mary Randall, and some others look like comers.

PHYSICAL EDUCATION FOR HEALTH November 3, 1938

"Physical Education and the New Psychology" (Dr. R. H. Wheeler and Mr. Jim Raport)

Announcer:

We are breaking in on a conversation between Dr. R. H. Wheeler, internationally known authority on psychology, a leading Gestalt psychologist, and head of the Psychology Department here at the University, and Mr. Jim H. Raport, instructor in Physical Education, who are discussing psychology and its relation to physical education.

Mr. Raport

Physical education teachers believe, Dr. Wheeler, that physical education is far more important for the individual and for the community than most people realize. They believe that physical education is not only a safeguard for physical health, but also for mental health. Do you as a psychologist subscribe to this point of view?

Dr. Wheeler

Yes, Mr. Raport, I think you are right. While it is true that a certain number of the world's greatest minds have lived in weak bodies, this was because they were determined to accomplish big things in spite of their handicaps. All the evidence goes to show that when the individual is adequately inspired or encouraged the best minds live in the best bodies. This is true of children as well as of adults, so that every possible care should be taken to guarantee physical health.

Mr. Raport

I am glad to hear you say that, Dr. Wheeler. But is there not another important reason why physical education is valuable, especially for the growing child and for youth? Isn't it true that a sound and strong body works for better mental health, better attitude of mind, a happier individual?

Dr. Wheeler

Yes, indeed, other things being equal, it is natural for one to take pride in being vigorous, strong, and healthy. Pride generates mental energy, and, as a consequence, the individual is less easily broken mentally by disappointments or failures. In this way physical education is a valuable aid in promoting adequate mental adjustment to life.

Mr. Raport

Here is another question that I would like to ask you, Dr. Wheeler, while we are discussing the values of physical education. We hear it said that if a society or a nation spent more time in sports and games that they would be more peaceful and less anxious for war. Is this true, in your estimation?

Dr. Wheeler

That is a difficult question to answer. But I believe that human beings, either as individuals or in groups, are naturally pugnacious. at least to some degree. They are aggressive and selfish. And, until adequately socialized, they will fight in the belief that a

destructive competition is the only means to survival. I think that evidence from history does show that this pugnacity and aggressiveness, insefar as it is destructive of others, can be directed into sports and games so that the glamour and desire for war or conquest is transported into constructive and enjoyable channels.

Mr. Raport

New, in the past, Dr. Wheeler, physical education has not attempted to keep pace with psychology. In the United States we are behind other countries in this respect. Do you think that the science of psychology has much to offer physical education?

Dr. Wheeler

You have me on the spet, Jim. In spite of the fact that it may sound like teeting one's own horn, experiments show beyond doubt that physical education can be made adequate only as it applies the laws of psychology and physiology. There are definite psychological principles to follow in acquiring bedily coordination, in achieving skill along any line. There are psychological laws to follow in premeting interest in physical education.

Mr. Raport

Yes, that is quite true, Dr. Wheeler. For example, in the teaching of physical education here at the University of Kansas I've carried on some experimental work. On the basis of the results of my experimental work I've found that the method of teaching which I have called the "recreational method" in physical education is the best method for teaching skills and games in physical education. We can teach students the elements of boxing and fencing and tennis in an extremely short time so that they can enjoy the game as quickly as possible, if our teaching is consistent with the laws of psychology and physiology. In other words, we approach the student as an individual psycho-physical whole. Dr. Wheeler, could you tell us a little more about one of these psychological principles, and the way in which we acquire bodily coordination?

Dr. Wheeler

Yes, indee do It might interest the radio listeners of this community to know that Dr. G. E. Coghill, who was formerly head of the Department of Anatomy at the University of Kansas, while he was here made a very important discovery about how the nerves of the body control the muscles in the course of acquiring coordination or skill. We do not begin by making movements of the different parts of the body separately and independently of one another. Skill is not built up by putting together so many pieces of movement like bricks in building a house. Instead we proceed the other way. We make mass movements first and finally learn how to manipulate a specific muscle by discovering the part it has to play in the course of moving the body as a whole. The body as a whole is in action even though it looks as if we were moving only our hands or feet. It is too long a story to tell here in detail, but an illustration may make the point a little clearer. Can you wiggle your ears, Jim?

Mr. Raport

No, I don't believe I can, Dr. Wheeler.

Dr. Wheeler

Try it, Mr. Raport. Try it real seriously. I wish our radio audience could see you now, Jim. You are contracting practically all of the muscles of your face and scalp. Why don't you just move those little muscles right behind your ears?

Mr. Raport

I'm afraid I'm not able to do that, Dr. Wheeler. I can't find them.

Dr. Wheeler

That's just the point. In order to find and to use a local muscle for the first time, you have to start with all the muscles in that region and locate the ones you want by a procedure technically known as "individuation". When, finally, you have located the muscles which you want to use mainly in the performance, the rest of your muscles which you used too much at first quiet down but do not remain completely relaxed. They become tense and that tension is necessary in the execution of the desired motion. In performances like diving, shooting baskets in basketball, swinging the club in golf, and so on, this tension takes the form of bodily posture. This posture, as every teacher of physical education knows, is absolutely necessary for the execution of skilled movements.

Mr. Raport

That is very interesting, Dr. Wheeler. I know of Dr. Coghill's work and I think that physical education instructors are becoming more and more familiar with it and its importance for the psychology of skill.

Dr. Wheeler

It will certainly be an important step in the history of physical education, Mr. Raport, when physical education instructors generally learn of Dr. Coghill's discovery. Before we leave this point, may I give another illustration?

Mr. Raport

Certainly, Dr. Wheeler.

Dr. Wheeler

Did you ever see a very young infant crying when he was not squirm-ing all over?

Mr. Raport

No, I can't say that I have, Dr. Wheeler, although I have not observed the behavior of very many young infants.

Dr. Wheeler

Well, there is an excellent reason why very young infants are always squirming all over when they are crying. They have to set their body in motion in order to find the muscles that they use in crying. This sounds very strange at first, but all the evidence points to the truth of this statement.

Mr. Raport

I wish we had more time for a discussion of these interesting points, but there are some more questions I would like to ask you. Dr. Wheeler. Certain physical education teachers believe that we stress too much the competitive games. Just the other day a high school youth went to bed crying because his team lost a game. Should games be played with so much stress upon the score?

Dr. Wheeler

No, they should not. This mistake follows from too much selfishness and from too much commercialization of sport in this country. The great value of competitive games is lost when the goal is not to do one's best, to take pride in skill and cleverness, and to lest in a spirit of good sportsmanship. There is a fundamental law in psychology and in mental hygiene that the goal must be its own reward. Efficiency and happiness are guaranteed in the long run only when achievement is made for its own sake and not for some ulterior purpose like being in the limelight, or being at the top of a list, or what not. We should teach that doing the very best with what we have to do with is the ultimate goal.

Mr. Rapert

I agree with you, Dr. Wheeler, and I think that physical education instructors are constantly striving to educate youth and the public also in this direction. Just one more question, Dr. Wheeler. Many children hesitate to engage in recreational activity with others because they fear that they cannot attain any great degree of perfection. Physical education teachers are beginning to see that technique may be over-emphasized and the healthful purpose of the game be lest. What do you think about this problem, Dr. Wheeler?

Dr. Wheeler

I believe that we must look at this problem from two angles. We may scare a good many children away from recreational activity by expecting too great a degree of perfection, but on the other hand we should not teach habits of not doing one's best. We are all inclined to follow the path of least resistance. I think, therefore, if I were a physical education instructor, I would try to see that every child in my school participated in several different kinds of games, but that at least in one kind, suited if pessible to the capacities and interests of the child, I would strive for perfection.

Mr. Raport

Well, thank you very much, Dr. Wheeler. When I go home tonight I'm going to stand in front of a mirror and try wiggling my ears.

Announcer - Make announcement regarding Health a nd Physical Education Round-Tables held in conjunction with the Kansas State Teachers meetings, Nov. 4 and 5.