

RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH

October 7, 1937

"WOMEN IN PHYSICAL EDUCATION"

Dr. Allen -- Before we begin our chat with you I think you should know something about the members of our women's department.

Miss Ruth Hoover, the head of our women's department, is a graduate of the University of Illinois and Columbia University. Miss Hoover has attained outstanding success both as a competitor and teacher of swimming, hockey, tennis, golf, and softball. She served as first assistant to Miss Nita Sheffield at Columbia Teachers College. She was selected on the second all-American Hockey Team as full back during her student days at Columbia. Miss Hoover's duties are those of administration and the supervision of sports, swimming and intramurals.

Miss Elizabeth Dunkol, is a graduate of the University of Kansas, and received her Master's degree from Columbia University. Her main interest is all forms of the dance - tap, folk, social and modern. We have all enjoyed the wonderful dance programs which she, as supervisor of Tau Sigma the dancing sorority, has presented each year as one of the bright spots of the winter season. Her brilliant success with Tau Sigma is accounted for by her enthusiastic understanding of the fine arts and her close association with Ruth St. Denis and Ted Shawn, outstanding exponents of the dance.

We have a new member of the staff this year - Mrs. Alice Sherbon Bauman. She is a daughter of Dr. Florence Brown Sherbon, who has taught so many years at the University of Kansas, and who is now on leave of absence. Mrs. Bauman is a former K.U. student and graduate and for the past two years has been studying dancing in the studio of Martha Graham, one of the foremost dance teachers of the modern dance. Mrs. Bauman also assists with the sports and swimming. As a student at the University she attained outstanding success in many fields of endeavor, and it is a pleasure to have her with us in the department of physical education.

Now, Miss Hoover, will you women who have made your department outstanding tell us more about your activities?

Hoover -- I have been thinking of the many advantages which the University of Kansas woman of 1937 enjoys compared, for instance with the Kansas woman of 1894 in the freedom and variety of Physical Education activities.

Sherbon -- Well, Miss Hoover, before we go any further, let's make one point clear. There seems to be a general misunderstanding as to what Physical Education really is, and I think our listeners should know that the 1937 Physical Education does not concern itself with twirling Indian clubs and cracking dumb bells.



Dunkel-- Now, let me see, Alice, it was only about 1920 when I took my Physical Education here and we were still doing wand drills, swinging Indian clubs and taking deep knee bends 1 - 2 - 3 - 4.

Hoover -- Yes, I can remember those classes with 90 and 100 students in them. But really setting up exercises and drills were about all you could do with that large a class in our size gymnasium and in those days physical education --

Sherbon-- But it wasn't physical education then, it was physical culture - those were the muscle building days. Then after the war, with its emphasis on discipline, we had physical training, discipline and precise.

Dunkel -- Very true. This concept of physically educating a person is comparatively recent and it is a direct outgrowth of modern ideals in general education.

Hoover -- I remember just when that change from the formal type of work was made at Kansas, for it was during my first year here, in 1921. I will never forget how Miss Barto, who was head of the Physical Education department at that time, had just come directly from Columbia University, and was imbued with the idea of an elective sports, swimming and dancing program. So she and I divided our 90 or so into smaller groups and allowed them a choice of several recreative activities. One or two members of the original staff refused to cooperate and would not put their classes into the elective program, because they emphatically felt that was not physical training.

Sherbon --But why in the world were there ever such large classes as 90 and 100?

Hoover -- Well, it seems the war had something to do with that situation too, for with the great interest in physical fitness for soldiers, the Board of Regents ruled all students, women as well as men, should take Physical Education.

Dr. Sherbon, who was the woman's physician at that time, recalls with no pleasure the conditions under which she was forced to meet these demands.

Imagine! - one physical education instructor, 400 students, a small gymnasium, 1 shower, no dressing rooms and very little equipment. So you can see with Physical Education required how the classes had to be large to accommodate them.

Sherbon-- Speaking of required Physical Education -- it isn't required now, is it?

Dunkel -- No, that's the result again of forces outside our control. Retrenchment made necessary by the depression reduced the teaching staff so that it was impossible to accommodate a required enrollment, so the program was made elective and given full academic credit.

Sherbon-- Well, that is one step forward because many schools are working toward credit for Physical Education. But I still wonder about the fully elective program. How do you feel about it, Miss Hoover?

Hoover -- In a state that does not insure adequate Physical Education for its boys and girls during their grade and high school years, I feel that a Physical Education requirement in college is necessary.



- Hoover -- And here is another interesting thing from the standpoint of the women students themselves. On a recent poll of the women not only in Kansas but in many of the midwestern universities 85% felt that Physical Education should be required.
- Dunkel -- That's rather surprising, Isn't it? Because I understood many students resented having to take Physical Education.
- Hoover -- Yes, that seems to be the opinion, but nevertheless a larger percentage of the women still felt they should be required to take some activity, for they know they needed it and if rushed for study hours might not enroll unless required to do so. After all, I wonder how many students would enroll in Rhetoric if it were not required.
- Dunkel -- The reason for making any requirement in a college course is to insure the essentials of education, which might be omitted (by the student) in a purely elective program. The poll you just mentioned, Miss Hoover, would indicate that the students themselves consider Physical Education such an essential, wouldn't it?
- Sherbon -- Students really enjoy what they do in Physical Education these days, but they hate to dress and undress.
- Hoover -- That, of course, was quite an item when the girl had to put on and take off six or more pounds of woolen bloomers, long silk hose, and a long sleeved middy blouse. But the modern girl in her shorts presents quite a contrast to the picture of the ladies basketball team in 1898.
- Sherbon -- Say, speaking of ladies basketball teams, did they play interscholastic games then?
- Dunkel -- Yes, indeed, they did. To be sure, Dr. Naismith says that with 6 posts to dodge in a 36' by 50' room, the game wasn't anything we might recognize now, but nevertheless they were playing interscholastic basketball - or shall we say dodge post basketball?
- Sherbon -- Do you know of the recent ruling which the Delegate Assembly of the State High School Activity Association made on girls' basketball tournaments?
- Hoover -- Yes, I had a letter from Mr. Thomas, their executive secretary, telling me that they had voted to abolish basketball tournaments for girls and to limit the number of inter-school games to 12 a year with not more than one per week. I think the Assembly should be highly commended on this step. If girls inter-scholastic competition could be ideally controlled there would be real values in inter-school play, but unfortunately the same evils which beset the commercialism in men's interscholastic athletics crept into the exploited girl's teams.
- Sherbon -- What are some of these evils?
- Hoover -- Too much attention is given to the varsity players at the expense of the large student body.
- Sherbon -- Don't you feel the emphasis on winning distorts the real values of athletic competition?



Dunkel -- Decidedly.

Sherbon --Of course, I am speaking about women's athletics. But since you are here, Dr. Allen, I would really like to know your philosophy concerning men's competitive athletics. Do you feel that the same evils exist in men's competition?

Dr. Allen-Yes, Miss Sherbon, there is always some evil connected with the best of things. Some of our friends are not able to differentiate between competitive athletics which are played for the fun of it by the athletes participating, and competitive athletics which are played for the huge financial income therefrom. The first is still sport but the latter is a huge business - not a sport. Professional baseball and professional football are not sports. They belong to the business realm.

Dunkel -- And no less objectionable to women is the aping of men's style of play and mannerisms, which makes for unwholesome behavior. The masculine, blatant girl who goes into professional athletics is no representative of the modern physical education ideal for women. In your opinion, Dr. Allen, is there any one who typifies the modern ideal of woman?

Dr. Allen-Yes indeed, Miss Dunkel, I have in mind Helen Wills Moody, artist, poet, scholar and athlete, a product of the new generation of women.

Haig Patigian, sculptor, in his studio in San Francisco, completed a bust of Helen Wills called "Helen of California". A Western magazine, commenting on this work, said:

"There is a new type of beauty abroad in the land. Her beauty is something more than mere candy-box prettiness for it rises from within. Her intellectual life, her physical ruggedness, and her artistic gift each have their share. There is something that shines out of the Helen Wills bust that is spiritual in character, - something not accounted for by the regular features, the shapely throat, the level brow.

I began to study, to find a name for the thing that struck me as it has struck the art world of half a dozen nations. And the word that I found for it is "poise".

Sherbon --Well, I hear lots of talk about the physical education type. I'd like to know what is meant by that "type".

Hoover -- That idea of type has persisted as a result of the days when women in physical education thought they had to wear ground grippers, sailor hats, tailored suits.

Dunkel -- And most of them neckties. Fortunately, that species is practically extinct by now and its ideal is obsolete.

Hoover -- Our modern program of physical education with its very complete dance program, opportunities for participation in darts, tennis, ping pong, horse-shoes, swimming, badminton, and co-educational recreation offers an appeal to every type of girl. No longer is the gymnasium attractive only to varsity girls with great athletic ability.



Dunkel -- Just last night I was impressed with that very thought, as I watched the intramural volley ball practice. For any hour of the day from morning until night the gymnasium can be found filled with girls representing a cross section of the K.U. coed life.

Hoover -- After all, these girls are the realization of our ideal and will be women who are mentally alert, wholesome, feminine, with clean strong bodies, and possessed of a radiant buoyant health. Truly, physical education for zestful living.

Dr.Allen -- Thank you very much Miss Hoover, for this most interesting program. And I want to thank you, Miss Dunkel, and you, too, Miss Sherbon. I am very sure that the parents of K.U. coeds after hearing you women will have great confidence in the leadership and direction of women's physical education on Mount Oread.

And now may I introduce Nelson Sullivan, Intra-Mural Sports Announcer, who will give you the high lights of intra-mural sports at K.U.



"PHYSICAL EDUCATION FOR HEALTH SERIES"

Thanksgiving Day, November 24, 1938

"VICTORY THROUGH ESPRIT DE CORPS"

Dr. Forrest C. Allen  
Director of Physical Education  
Varsity Basketball Coach  
University of Kansas.

The chief menu for our youth of America today has been turkey and football. Through unnumbered years the oncoming crop of youthful American athletes will fight for their schools, will attempt to excel some old star's record, and will attempt to right some wrong -- in all, a triple prayer of conquest to dream true. For this is the never-changing and immortal spirit of youth.

It is altogether fitting that institutions of learning should keep alive the stories of their greatest games and the exceptional feats of skill and sacrifice of their own heroes. To add dynamic punch to the athletic days ahead and to match the courage of today with that of yesterday, true athletic esprit de corps must march militantly forward with its long procession of grim-visaged sports warriors ever passing in review. Esprit de corps means simply "the spirit of the corps", or group. It is the French for an association of ideas with effective group effort. A dictionary may define the phrase as "loyalty to one's comrades, spirit of solidarity or group morale". However, with a more universal usage of the phrase this definition has become incomplete. For esprit de corps has come to mean a spirit of sympathy and pride and enthusiasm - a feeling of oneness that makes the whole corps akin.

Like the slogan of "The Three Musketeers" athletic esprit de corps means "all for one and one for all" - a jealous regard for the honor of the group as a whole.

The Canadian Mounted Police and our own United States G-Men have undoubtedly esprit de corps. They are deadly in earnest concerning their objectives. They stick together and literally go through hell to get their man. They shoot it out when necessary. Their own personal welfare does not matter. It is the esprit de corps that carries them through.

At the battle of Thermopylae, King Leonidas and his three hundred Spartans had this spirit of complete solidarity. It took courage for those ancient Greeks, fighting with spears, to advance against the Persians fighting with arrows. Esprit de corps, personal discipline, idealism, or call it what you will, forced them through the blood and torture of the arrows of the first ranks of kneeling archers in order that they might use their spears.

Napoleon's Old Guard knew how to die but not how to surrender. Wellington's Britishers with their thin, red and unyielding line evinced esprit de corps at Waterloo. Washington's frozen and starving men had it at Valley Forge. Memories of the Civil War still flow crimson because both the Blue and the Gray had esprit de corps. Our American soldiers had it at Chateau-Thierry and in the Argonne Woods. These are the words for it - unyielding sacrifice of self for what seems a worthy cause, which in its ultimate analysis means immortality.



Human emotions stir deeply in the fierce maelstrom of sports. For it is here that our peoples play at war. Out of athletic competition come the conjoined stimuli of exhaltation and depression and fierce rivalries, but in all, much more of the pleasure than of the pain. Someone has said that a thing to possess heart interest must possess "the qualities of both a tear and a smile".

Varsity and high school athletes look to their own coach as their academic field general to lead them to victory. No man who is unable successfully to interpret the art of living should ever aspire to a position as coach. For the term coaching implies people to master difficulties, emotional as well as practical ones. It is one thing to become proficient in the art of playing the technical game and another, but of far greater importance, to master the art of getting along with fellow players and coaches and opponents both at home and on foreign courts and fields.

Before tense games a coach must come before earnest men. They will watch his face for assurances of victory. Many times he must stand alone and face to face with certain and imminent defeat staring at him, long before he can meet with them and instill hope. In infinitely lesser degree, like General Grant at the siege of Vicksburg, a coach will sometimes feel that all hope is gone as he keeps close counsel with himself and dares not reflect either to his players or to his fellow coaches the despair that encompasses him.

General Grant in his "Memoirs" has graphically described his fears and dejections arising from the uncertainty of the capture of Vicksburg. "It cannot be taken," he thought, and pondered through the days and months of the siege. Finally, it came to him thus, "If we are discouraged in our position, what is the Confederate state of mind, bottled up there with no chance of egress?" Reasoning thus, after long vigils of despair, Grant took courage and reflected it anew to his men. They knew then that he could win.

So must successful coaches drive fear out of their players' hearts. They must make the boys forget their opponent's power. They must develop an expectant and fighting spirit which means building esprit de corps or team morale. This dominant challenge to win swells the surge of a conquest, and a team thus imbued is well-nigh unstoppable. Inspiration multiplies power, and power coupled with courage and fundamentals relentlessly smashes through. The coach must have faith in his men and in reciprocity the men have faith in their coach.

Throughout the grand theme of life there runs a faith in the ability of human beings to achieve happiness if rightly directed. In relations of the part to the whole, this same faith obtains in all human leadership realms. The achievement of this myth called happiness lies in the process of adjustments that we are able to make.

Lafcadio Hearn, in his Japanese Letters, has said, "My cook wears a smiling, healthy, rather pleasing face. He is a good-looking young man. . . . One day I looked through a little hole in the shoji and saw him alone. The face was not the same face. It was thin and drawn and showed queer lines worn by old hardships. . . I went in and the man was all changed. . . . young and happy again. He wears the mask of happiness as an etiquette. "



The more often I ponder the mask of happiness that this thin, drawn, unassuming little Japanese cook wore, the more do I choose it as a fitting design for living with players and opposing teams and coaches.

Behind the dressing room doors we see anxious, panting, drawn men, spent and sprawling. We see coaches adjusting themselves to the situation of the moment. If the men need mental pep-injections, the coach may be a snarling, vicious, fighting or laughing tiger. If they need soothing and quiet their reactions may be determined by the ingenuity of the coach. At one time he must be kind and extremely gentle - at another he must be relentless and hard; but at all times a dynamic leader whom men with their blind faith and loyalty will die to follow.

I am happy that in America today we find our boys waging a gridiron battle on football fields instead of, as in Europe, the symbol of the young school boy with a musket over his shoulder marching for the battlefield. Ours - a Democracy; theirs - an Autocracy.

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PHYSICAL EDUCATION FOR HEALTH

THE PLACE OF PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS

( Mr. John E. Jacobs, Vice Principal of Liberty Memorial High School and Principal of Lawrence Junior High School, and Dr. Forrest C. Allen, Director of Physical Education, University of Kansas.)

Mr. Jacobs      The week beginning Monday, November 7, and ending with November 12, has been set aside as a special time to stress the part that education plays in the American life. The theme is, "Education for Tomorrow's America". Tonite we are particularly interested in physical education and related fields, and I shall ask Dr. Forrest C. Allen, head of the Physical Education Department at the University of Kansas, to give his ideas concerning the part that physical education plays in the public school program.

Phog, where should the physical education program in the public schools begin; that is, how far down in the grades should the program extend?

Dr. Allen      Well, John, I would start below the grades. I would start in the kindergarten. You know, Froebel had a pretty good program - that of "education through play". All kindergarten teachers are pretty serious about that, you know.

Mr. Jacobs      You feel, do you, that both physical education and health examinations should begin that low in the grades?

Dr. Allen      Yes, even before the kindergarten. In the pre-kindergarten and nursery schools the children should have health and physical examinations by the school physician.

Mr. Jacobs      What are some of the values of the pre-school examination?

Dr. Allen      Well, for one thing it stimulates the mother into doing even a better job because she has the assistance of the school physician as well as her own physician to guide her.

Mr. Jacobs      What type of play and exercise would you suggest for young children, say in the primary department of the public school?



- Dr. Allen Well, I would say first a continuation of the kindergarten - the pleasant, semi-active singing games, such as Ring Around the Rosy, Looby Loo, Round the Mulberry Bush; then the mimetic exercises and hunting and chasing games, but nothing highly organized in the sense of games. These rhythmic plays and games stimulate the hopping, skipping and running which are so beneficial to the physical development of the child.
- Mr. Jacobs What about games that call for a high degree of skill, accuracy or fineness of movement for little children?
- Dr. Allen I think that should not be overly encouraged. The purpose of games for children is to activate the child in a pleasant way -- with music and with rhythmic games. Games of skill are not so essential at this age. Of course, the children will want to bounce a ball as an individual pleasurable activity, but their neuromuscular system is not highly enough developed for team play.
- Mr. Jacobs Where do you think the organized games should begin, that is at what level should they be introduced?
- Dr. Allen I think when the hero-worship stage begins, about 12 -- at the gang-spirit age. But I wouldn't organize them into any leagues, even then. I'm speaking of interscholastic competition. I would have groups, and while I would teach my fundamentals through competition, it would not be highly organized competition. I am thinking of junior high scholastic competition, where one school team competes against another. I would discourage that for the reason that the child has too much tension already -- too much nervous tension. But during the summer time it is all right and rather interesting to have twilight baseball leagues. This will keep the child out of doors in active play when he does not have the strain of school life. I think we overdo the competitive side in junior high school.
- Mr. Jacobs Do you believe that the training of teachers in elementary schools is adequate to carry on the type of program you describe?



- Dr. Allen By no means. We are badly in arrears of that phase of it, so far as physical education is concerned. You know, John, I feel that those teachers should be just as well trained as kindergarten teachers are in their work. They should know just as much about the philosophy of play life and they should endeavor to have an hour for play every day - not just once in a while. It should be a part of their every day curricular program.
- Mr. Jacobs Do you believe then that every teacher should be a physical education teacher?
- Dr. Allen Exactly. Every teacher should have the basic training that all physical education teachers get. Physical education teachers should possess the spirit of exuberance and buoyance, and be a living example of robust health. This precious possession on the part of the physical education teacher is bound to be transmitted to their fellow teachers as well as to the group they are working with. That is the emphasis I would put on physical education for all teachers, and then our physical education supervisors of the schools could work out the necessary program with these teachers.
- Mr. Jacobs Would you make the physical education program for the junior high school different from that of the elementary school?
- Dr. Allen Well, I should have the competitive teams at the apex of the pyramid. There should be a broad base of inter-school games, both for the boys and the girls, and of course that would immediately call for at least 20 acres of playground space around the school. That is something that our Germanic-minded educators have failed to put into execution. You know the Germans even prior to the World War thought that a horizontal bar and a parallel bar and some weights to lift were sufficient to build a strong physique. It is Denver, I believe, that has a requirement that no school building can be erected unless it has 40 acres of play space adjacent to the building.
- Mr. Jacobs While we are talking of play space, what do you think about our own local schools as far as playground space is concerned?



Dr. Allen

Well, that is an interesting point, John. I am going to tell you something that I have never said before publicly. When Harry P. Smith was superintendent of schools here they were building Liberty Memorial High School. I called on Harry Smith and said, "You are building a high school out there and right now I see that some houses are being moved over on that property east of the high school building. I think that is near criminal negligence, because it is the only possible place that the high school children could have for a playground space. I honestly believe that there is a man in this town who loves children so much that he would be willing to buy that area for the school children. And he has plenty of money, too. He is past-president of the Board of Education, and I am quite sure he was the man who first obtained Dr. A. J. Anderson to give physical examinations in our schools. I sincerely believe that if the school board members would go to this man and present the situation in its true light that he would be happy to buy that field." Now, understand, John, I was not trying to talk a man out of his money, but I saw what a wonderful opportunity it would have been for my boys and girls, as well as other boys and girls, to have outdoor play space adjacent to our fine new high school. Of course, you are wondering who this man is - well, I'll tell you. It was Mr. George Innes. And every student, every boy and girl loved him. He was a great old Scotchman. In my mental vision I saw "Innes Memorial Field" linked up with our own Liberty Memorial High School.

Mr. Jacobs

Well, what was done about your proposal, Dr. Allen?

Dr. Allen

Well, John, I was asked to present it to the school board members, and I did. And you know, one of the fellows on the Board said something that I will never forget. He said, "Listen, we have got more play space than anything else in Lawrence." And I said, "But it is not located in the right place." He said, "There is a big play space at Cordley School". I lost heart. That whipped me, to find a man in an important position who lacked the vision for the children of Lawrence. Those houses are still there, and the youngsters are still denied the use of that fine outdoor space. And, John, those poor high school footballers must trek over paved streets way out to Cordley for their gridiron practice, when they could have played in



close proximity to the high school building. And the worst indictment is that we have failed to provide adequate play space for every boy and girl, whether athlete or not, so that they may play out in God's great out of doors at least one hour each day. After they have exercised they go in to the high school and have a shower bath and a good vigorous rub-down. They are stimulated physically, and emotionally remade after such an exhilarating play hour. These boys and girls, youngsters of ours, rush neurotically from one class period to the other with too much of a sexy complex under these untoward conditions, and with the fatigue curve always rising. A play hour each day in the out of doors, combined with an invigorating shower and rub-down, many times change their immature philosophy into a durable conception concerning the real meaning of life.

- Mr. Jacobs      The argument that we had plenty of play space then was hardly valid from a long time point of view, because it is possible to acquire play space only when there is plenty of it.
- Dr. Allen        Right! Our University of Kansas Athletic Association purchased from Mr. Gowans a tract of land south of the University back in 1921 for \$12,000. That was considered quite a price at that time. But look at it now -- all the other space around it has been taken up by homes. Therefore, it takes some person with a prophetic vision to purchase now. Although we have missed one chance, it still isn't too late. We must plan for the future now.
- Mr. Jacobs      Well, while we are talking about playground space, what about the situation at the junior high school?
- Dr. Allen        Well, John, this is nothing but an old brick building, with brick pavement and chat surrounding it. Certainly this antiquated old building should be condemned and a new junior high school built. Someone like Dr. O'Brien and a committee should survey, as they did for the high school, and locate the new junior high school where there is ample play space. Now, I just want to hark back a moment to the high school. I wish you could see the play space at the Columbia, Missouri, high school. They have gone three miles north of Columbia on Highway 40 to locate their new high school in the open spaces. They have acres and acres, and Columbia



is about the same size town as Lawrence. Now, for our junior high school play space, a minimal area of at least 10 acres would not be a bit too much. For the next 20 years there will be a revelation in school buildings regarding play areas.

Mr. Jacobs Do you believe that large playgrounds provided by the school are of value to the community as well as to the school?

Dr. Allen Exactly, John. We are going to find it necessary to have a Board of Recreation as well as a Board of Education. It is one its way, and why not accept it? You know, the school buildings are locked during vacations, but they should not be. Our children are active, and want to play and should play under supervision. This applies to the year round program. The school administration shouldn't be held accountable, but these school buildings should be under the supervision of the Board of Recreation during vacation time just as they are under the Board of Education during school time.

Mr. Jacobs Well, getting back to physical education programs, what would you recommend as a physical education program for the senior high school?

Dr. Allen Well, John, you are doing a fine job out there. I think the appointment of "Dad" Perry as Director of Physical Education and Athletics as a master stroke. I have always had a great admiration for "Dad" Perry as a man, as an organizer, and as a technician. You are well on your way to a fine job, and I know that you and your colleagues are going to have a fine, sane and sensible program worked out that will be a great credit to Lawrence.

Mr. Jacobs Now, one more question. How do you think the physical education program for girls should differ from that of boys? Do you care to comment on that?

Dr. Allen Well, John, we are getting more and more co-recreative minded all the time. I hardly know how you mean that question, but certainly there should be a different treatment. The physical structure of the woman is not the same as the man. I think we should get away from the strenuous, athletic type of games for the woman. I mean by this that there was a time when we thought of physical education



for the girl as a strenuous activity. That is erroneous, because the modern girl has poise, rhythm, skill, culture, and withal is a very effeminate and personable individual without those bulging muscles that characterized the early day girl athlete.

Mr. Jacobs About where in the school system would you begin to differentiate the treatment of boys and girls?

Dr. Allen In the junior high school, I would say. I would have separate activities at times, but let them play certain games together. I would have some of the sports together, because the boys used to say of a girl, "Aw, she's a sissy", and now that idea is being broken down. We are doing it at the University, and I believe that should be a minor program. Now, John, here's one question that I would like to ask you. I am wondering if you observe any change in the attitude of the youngsters toward physical education as compared to ten years ago?

Mr. Jacobs Yes, Phog, there is a very decided change that I have noticed. There was a time when physical education was looked upon as a necessary evil. Students would go to class as seldom as possible and get out of as much work as possible. Today that is completely changed. They enjoy the physical education classes and activities.

Dr. Allen Now, John, I want to ask you another question. We have physical education on an optional basis, but we give credit for it here. Why is it not right and proper that you should give academic credit the same as you do for other subjects?

Mr. Jacobs There is no reason at all, and there has been a very definite trend in this direction. The North Central Association of Secondary Schools and Colleges at the present time does not make a distinction in credit value of different subjects, and high schools are permitted to give credit for any subject. "A unit of credit is the credit given for the successful completion of the study of any subject requiring preparation outside of the recitation, with five recitations a week for a full school year of not less than 36 weeks." So you see, Phog, if we gave physical education every day as we should there is no reason at all why it should not have the same credit value as other subjects.



- Dr. Allen Well, thank you, John. You know the Kansas Health and Physical Education Association has one of the planks in its platform the giving of academic credit for physical education. In fact, in 37 states I think this is being done now.
- Mr. Jacobs Well, of course, we give partial credit for partial time, but I believe physical education ought to be on the same credit basis with any other subject when the same amount of time and study and thoughtfulness is devoted to physical education. Why shouldn't it be that way? It is a most worth while thing for the child to learn how to improve his health and physique.
- Dr. Allen I am glad to hear you say that because you fully realize the value of a healthy mind in a healthy body. And it is good of you to take time from your busy administrative work at the Lawrence High School to contribute further to the great work of physical education in its relation to the American program of education which we are emphasizing this week.

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PHYSICAL EDUCATION FOR HEALTH

October 20, 1938

"Kansas Youth and Physical Education of the Future"

(Dr. F. C. Allen and Dr. E. R. Elbel)

Dr. Allen

In looking over the interesting items contained in the platform of the National Health and Physical Education Association, I feel that we can profitably discuss only a few of the most important ones tonight. Listen to this fulsome set-up, please, Dr. Elbel --

- A medical examination for every school child.
- A class period in physical education each day.
- A gymnasium and playground for every school.
- Education for leisure.
- A graded and scientific curriculum.
- Standardized physical achievement tests.
- A teacher fully trained and accredited.
- The coach a member of the faculty.
- Positive credit for physical education work.
- Health habits that endure.
- An intramural program for after-school hours.
- A varsity program that stresses sportsmanship and ethical conduct.
- Equipped and supervised summer playgrounds.
- Provisions for wholesome adult recreation.

Of course you know that Miss Helen G. Saum, the head of the women's department of Physical Education at Kansas State College, is president of the Kansas Health and Physical Education Association. Miss Saum is making a most strenuous effort to acquaint the citizens of Kansas with the great need of a state curriculum and a state director of physical education. She deserves much commendation for her efforts.

The above mentioned requisites are the professional objectives of the association and were published in the February and March, 1930, issues of the Journal of Health and Physical Education. By converting these ideas or points into workable projects we would render a great service to the youth of Kansas. May we discuss the first item - "a medical examination for every school child."

Dr. Elbel

Well, Doc, this is now being done in 37 states, but Kansas is not one of them. Certainly the school system in cooperation with the medical profession could in this manner render a fine service to the future citizenry of the state. It is reasonable to assume that many pupils go through schools never having had a thorough physical examination, and in many instances working under



the handicap of defects which could be revealed by such an examination and remedied at the time. Comparatively few high school graduates enter college. Of those who enter the state university it is safe to say that the greatest percentage of them got the first complete physical examination on entrance. Since physicians tell us that many defects become progressively pronounced with age, it would seem that the complete examination should be administered in elementary grades and that most parents would be in hearty accord with such a procedure.

Dr. Allen

Well, Eddie, here, at least, is one of those "believe it or not" items. Do you know that Dr. A. J. Anderson, of Lawrence, is one of the pioneers in giving physical examinations to school children? For 34 years he has been examining the high school students of Lawrence, and for the past 5 or 6 years he has in addition also examined the junior high school pupils. All of this has been gratis on his part. Such benefactors as Dr. Anderson may go unrewarded financially for this great service, but undeniably the children whom he has so faithfully served will some day rise up and call him blessed. There seems to be rather an appalling ignorance on the part of even the high school seniors concerning their knowledge of anatomy and the physiology of their own bodies. I have heard Dr. Anderson relate that upon questioning the students during the examination as to whether their appendix had been removed, invariably the answer to Dr. Anderson was, "Yes, I have had them removed", or "No, I have not had them removed". They imagined that they had two appendices.

Well, now back to the point. Here is another item which stresses the idea of a class period in physical education each day. There are some people who think that it will be a rather difficult thing to find room in the average curriculum for the additional hours. What do you think about that, Ed?

Dr. Elbel

Well, Doc, school administrators are faced with the problem of choosing between the points which are to be emphasized most in the curriculum. But on the other hand, authorities on child development tell us that the normal healthy child needs for proper growth activity and movement. Restraint interferes with normal physiological function and development. It is a well known fact that in many instances there is little activity in the school program. The daily physical education class could well be made to serve at least two main purposes: first, as a means of activity, and secondly, to teach fundamental skills which would serve as an incentive for vigorous play after school hours and as a basis for active recreational skills in adult life. Incidentally, movement is inherent in the child. The parent or teacher may tell the child to sit still, but the child must move, it is a part of the normal growth process, and as a consequence the normal healthy child will be active, and provisions must be made in our educational set-up in accordance with this fact.



John Dewey makes the statement: "The idea that the need for play can be suppressed is absolutely fallacious, and the Puritanic tradition which disallows the need has entailed an enormous crop of evils. If education does not afford opportunity for wholesome recreation and training, capacity for seeking and finding it, the suppressed instincts find all sorts of illicit outlets, sometimes overt, sometimes confined to indulgence and imagination."

In respect to active play, the Discipline of the Methodist Episcopal Church published in 1792 makes the following statement: "We shall therefore inflexibly insist on their rising early in the morning. . . this is of vast importance both to body and mind. . . On the same principle we prohibit play in the strongest terms. . . The student shall be indulged with nothing which the world calls play. Let this rule be observed with the strictest nicety, for those who play when they are young will play when they are old."

Dr. Allen

Well, Ed, of course times have changed since then, and so has the reaction toward play. It is true that our pioneers did feel that if you played when you were young you would play when you were old, and play was a rather sinful extravagance of valuable time. But your suggestion is to teach them to play when they are young and they will realize its values and play when they grow up. And that brings us to the next point - a gymnasium and playground for every school. Would I be hurting anybody's feelings by saying that all progressive schools have this arrangement?

Dr. Elbel

I imagine that if Comenius, the old Moravian educator, could hear us he would get a laugh out of that one. You know that back in the 17th century he suggested a playground around each school. Naturally, it goes without saying that proper indoor and outdoor space is essential to the proper physical education program. The thoughtful parent and progressive school board now recognize these facts and are insisting upon adequate facilities. The mere fact that we have great open spaces is not enough. A recent survey showed that many Kansas schools do not have playgrounds, and as to indoor space, it is a necessity not only for housing basketball games and the spectators but for active use of the student body and the community at large.

Dr. Allen

Some one has said that the real sports promoters of America are the boards of education of our cities. They have built the gymnasia in which these sports are developed. Now, to the third point - education for leisure. We hear that over and over nowadays. The biological theory of play is that the animals exercised and used certain groups of muscles in their activity so that they could live. The cat played with its tail or a bounding ball so that it would more successfully catch the illusive mouse. Reduced to terms of childrens' activities, the child plays games so that its reactions and responses will be sharpened to avoid injury from the modern automobiles.



Dr. Elbel Surely, if education is to aid a man to find his place in society, some training must be in the direction of making a livelihood. But for years we have disregarded everything else. With increasing leisure due to our economic system we must and are recognizing that the progressive and happy society is one which knows how to occupy itself in worthy pursuits during leisure hours. Statistics point in the direction that there will be an increasing amount of leisure in the years to come, and schools must concern themselves with the problem of educating the citizens of the future in constructive leisure time activities which contribute materially to the social and moral well-being of society.

Dr. Allen Do you speak entirely of activities of a physical nature?

Dr. Elbel No, recreation should not be viewed entirely as active game type activities. The field of recreation is about as diversified as the varied opinions of the individuals who go to make up a given community. But activity of some sort is essential to happy living and we should not lose sight of the fact that active recreation now plays an important part in the daily life of the population and will play an ever-increasing part in the life of any community. For this reason the school of the future will look to the physical education program as an important element in the comparatively new philosophy of education for leisure.

A later program will no doubt cover this point, but while on the subject of recreation it might be well to mention that rapid strides have been made in treatment of those who are mentally ill by forms of recreational therapy. How many of these abnormalities could have been prevented by adequate recreation or physical education programs during and after school hours will perhaps never be known.

Dr. Allen Yes, I heartily agree with you, Dr. Elbel, that the benefits of recreational therapy have hardly been recognized. I am very sure that this depression has hastened the recognition of this type of therapy, and it will be much more in evidence in the immediate future. Now, the most important point of all - the item regarding the curriculum. Will you please elucidate on this, Dr. Elbel?

Dr. Elbel I have a feeling that to be of benefit in its largest sense, physical education must follow a scientifically graded curriculum based upon inherent biological and psychological elements and age limits of the individuals involved. It must teach skills, make allowance for individual differences. The curriculum should not be based entirely upon athletic competition but should offer sufficient experience in this respect to allow the student the opportunity to benefit by actively engaging in well regulated contests.



Dr. Allen

I find myself in entire accord regarding the points you stress on the curriculum. But I have a hobby which I trust will gain more attention in the curriculum -- that of safety education. Physical education should teach that safety education is a most important phase. It is through physical education that safety is taught in relation to fire drills, swimming, canoeing, hiking, horseback riding, and so forth. If youth is to be conserved, safety education with all of its implications must be included in the school curriculum. Now, the next two points might well be discussed as a single unit - the fully trained and accredited teacher, and the coach a member of the faculty. What are your ideas on these two items, Ed?

Dr. Elbel

While the state board of education acts as the accrediting agency for teachers in the schools, it might be well to mention that it is as important to have the teacher as well trained in physical education, if she is responsible for teaching it, as in any other subject in the school curriculum. There is a specific teaching job to be done and the untrained teacher usually falls short of the educational objective of the physical education curriculum. Regarding adequate teacher training, the Kansas Health and Physical Education Association has a competent committee at work with the hope of preparing a suggestive curriculum for the teacher training institutions of the state with the hope that it will serve as a guide for the training of teachers of physical education.

The Kansas High School Activities Association demands that the coach be a member of the faculty, and why should that not be the case? If athletics are to be sufficiently educative (and no one will deny but that they offer great possibilities in this respect) they should be kept in the school program. The entire control, administration and coaching must be in the hands of regular, well-qualified faculty members. While much can be said in this respect, it might be sufficient to mention in passing that there are many reasons to believe that the well-trained physical educator has certain qualifications as a coach that are lacking in many men who have had the training of another nature and have turned to coaching.

Dr. Allen

Thank you, Dr. Elbel. I see that our time has drawn to a close, but we hope to continue along these same lines next week.



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 had dreams 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 pounds 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 prowess 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 a life-long ambition. I had a talk with him one afternoon 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 yards 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 sports 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-control, 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.