

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.