

RADIO PROGRAM December 16, 1937

PHYSICAL EDUCATION FOR HEALTH SERIES

"SASNAK CLUB"

- Announcer - This evening the Department of Physical Education, of the University of Kansas, presents a program prepared and produced by the Sasnak Club, a new organization in that department. We take you now to Rebinson Gymnasium where a meeting of the Sasnak Club is in progress.
- Cannady - (Fade in) O.K. Frosty . . . Give us the note . . .
(Sound of piano note)
- Cannady - All right . . . Ready, everybody . .
- Chorus - "Oh, we've plenty of vigor and we've lots of vim;
We play baseball, and we know how to swim.
(Chorus: Ain't gonna grieve my lord, etc.)

Oh, we're Phys. Ed. majors, from old K.U.
We'll get our jobs and we'll plow right through.
)Chorus: Ain't gonna grieve my lord, etc.) "

(Sound of many voices talking, laughing. Gavel hit on table.)
- Cannady - The meeting of the Sasnak Club will please come to order.
(More noise . . . gavel)
- Cannady - Order please! (Pause for quieting down) Since we have visitors with us this evening I thought it might be a good idea to have our secretary, Miss Ruth Baker, tell us a little about the Phys. Ed. majors and their club. And maybe read the Sasnak purpose. How 'bout it, Ruth?
- 1st voice - Yeah . . what about us, anyway?
- 2nd voice - Aw . . I wanna sing . . , Can I sing now?
- Cannady - Quiet, you! Ruth, you want to come up here in front?

- Ruth - (Back) Just a minute till I find that paper . . .
(Applause. Voices calling for Ruth, etc.) Gavel.
- Ruth - Well, the Sasnak Club, as you all know, is the organization of the students majoring in Physical Education. This department, with a four-year curriculum, was established only last year. This year there are about eighty students in this department. Our club, which we call Sasnak . . . that's Kansas spelled backwards, by the way . . . was organized just this fall. Our officers are: Maurice Cannady, president; Catherino Dunkol, vice president; and Giles Elmore, treasurer.
- 1st voice - Hey - you forgot Ruth Baker, secretary.
(Laughter)
- Ruth - (Laughs) All right. Now, to get back to the club. As our president told you, the Sasnak Club has a purpose. It is three-fold. First - to create a feeling of professionalism among the Physical Education majors. Second - to foster friendship between the students and also between the students and teachers. Third - to gain knowledge. O.K., Maurice?
- Cannady - Thanks a lot, Ruth. And now . . .
- 2nd voice - Now can I sing?
- Cannady - And now . . . How about hearing something from the football boys?
- 3rd voice - Hey - it's basketball season now.
- Cannady - Sure, but . . .
- 3rd voice - Well, listen . . . Why don't you get a football man up there and a basketball man and let them both tell us a little bit about their games?
- Cannady - O.K. That's a swell idea. Forrest Hardacre, will you come up front, please?
(Voices - Come on, Frosty.)

Cannady - And Paul Masoner - you, too, please.

(Applause)

Paul - Well, Frosty, all the football togs are put away for awhile. And a fine record for the '37 football team. What do you consider the high spot of the past season?

Frosty - We really began to click at the Iowa State game and after the surprise victory over Oklahoma. I think we reached the peak against Nebraska, when we tied them 13 to 13, Paul.

Paul - Well, with the pep that the victory over Oklahoma generated among the students, it would have been very hard to have let them down.

Frosty - You're right. That type of school spirit certainly makes a football season mean something for the players.

Paul - What do you think of the prospects for the next year, Frosty?

Frosty - I think they're very good. There will be about twenty letter men back and several outstanding freshmen. But wait a minute, Paul . . . the big interest now is basketball. With your contact with this year's basketball team, can't you tell us something about how the team will shape up this winter?

Paul - Dr. Allen has six letter men back to form the nucleus of the team, and with a few good sophomore reserves they should go a long way in the conference battle for the title.

Frosty - They've played a number of games already, haven't they?

Paul - Yes. Of course, all these have been non-conference games, so we don't know how they will show up against the better competition of the Big Six schools.

Frosty - How about the other schools in the Big Six? What are their prospects?

Paul - Of course, Nebraska, who tied us for the championship last year, will be the strongest contender for the crown this year. They have practically their whole team back from last season. The other schools will all be strong, but I believe Kansas and Nebraska will battle it out for the title again this year.

Frosty - That sounds good enough to me and from the looks of the crowd at the non-conference games, the student body is all set to get behind you and push. And I know I'm speaking the sentiments of all the students when I wish the basketball team the very best of luck.

(Applause)

Cannady - That was swell, boys ...

2nd voice - Hey - when you gonna let me sing?

Cannady - Quiet back there.

4th voice - What about everybody singing again?

2nd voice - Aw ... I wanna sing.

Cannady - That's a swell idea. We'll all sing again. What will it be?

Group - (Chatter, chatter ...)

2nd voice - How about "Put on Your Old Gray Bonnet"?

Cannady - All right. Frosty, come on - it's Old Gray Bonnet - let's have the key.

Song - "Pull off your coat and collar
Get to work, push and holler
And we'll put Physical Ed. on the top
With not a teacher roosting
With every student boosting
We will never, never stop.

Group - (Chatter, chatter ...)

Cannady - Say, that sure was swell - and to think our own Ruth Baker wrote the words. We have talent in this bunch. That's too good to stop on - what about another one? And let's make this one a medley. Key again, Frosty.

Song: (Tune, "Solomon Levi")

We'll build a nation, tra, la, la, la, la, la
 Through Physical Education, tra, la, la, la, la, la
 We go to bed at ten o'clock (that is most every night)
 And that is why we're able, friends, to put in lots of
 fight.

Cannady - Gosh, its getting late . . . we've got to be out of here in
 five minutes. First, I want to remind you of these next club
 meetings. Remember, it is a community recreation program.
 Masoner, you're to call the square dances, and Maxine, don't
 you forget to get that hill billy band together. The second
 program will be a lecture on safety education. And the third
 one will be a program similar to a Professor Quiz - so every-
 one be studying up on the why's and wherefore's of Physical
 Education. As it is getting late, we had better close. If I
 remember right at our first meeting we had all the football
 boys come up and face us as we sang the Alma Mater - that was
 just before the Nebraska game - and you know what we did to
 Nebraska. So as this meeting initiates the basketball season
 let's close singing the Alma Mater in honor of the basketball
 team playing at Washburn tonight.

Make it good, now!

Song: CRIMSON AND THE BLUE

RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH

December 9, 1937

"OVERCOME YOUR FEARS THROUGH THE USE OF MOTOR POWER"

Allen -- A survey lasting two years and costing \$25,000 was made jointly by the University of Chicago, the American Association for Adult Education, and the schools of the united Y.M.C.A. That survey revealed that the prime interest of adults is health. Health is obtained by following Nature's laws. Maude Royden, of England, said "You cannot break Nature's laws but you can break yourself against Nature's laws". Muscular activity is necessary for health. The human animal is first of all a motor animal. The nervous system develops with the progressive use of the motor muscles. As the nervous system continues to develop the brain enlarges and soon there comes reasoning and imagination. Obstacles which are apparently insurmountable soon appear to the young human animal. The inability to conquer these mental Gibaltars causes doubt and misgivings. Upon the steps of doubt appears fear. Fear soon paralyzes, or at least inhibits the motor responses. We must find a way to conquer fear. Miss Hoover, did you read the article by Dr. Henry C. Link, the director of the Psychological Service Center, New York City, in this December issue of The Readers' Digest, entitled "Do the Thing you Fear"?

Hoover-- Yes, and I enjoyed it. I certainly agree with Dr. Link that we have talked so much about the inferiority complex that if this term had not been so over-used there would have been one less idea for people to fear. It seems to me, Dr. Allen, that Dr. Link certainly gave a great boost for physical education and solidly endorsed the need of exercise. What was that example that Dr. Link so forcibly brought out to the young man who came to him imploring for a prescription that would enable him to conquer his insomnia?

Allen-- Well, Miss Hoover, it is just exactly the same prescription that you give to your girl students every day in the gymnasium. You tell them to "breathe with their legs", to use them when they convey their bodies about. Dr. Link advised this young man to run around the block at night until he was ready to drop. "What you need is exertion," he said. "You have put too much of your physical energies into thinking and imagining things. If you run hard enough you will automatically relax and go to sleep. You have thought yourself into this fear with your mind. You can run yourself out of it with your legs." And Dr. Link states that this young man did so.

Hoover-- That prescription is splendid for young people who are buoyant and peppy. But I should hesitate to give exactly that advice to older persons who are dejected or worried. I should first try to arouse their interests in some sort of a game to get their minds off their worries. Most people, when they are repressed, do not have the energy to run around the block. But there is hardly any individual who does not like to play some game, and most people play at least one game well.

Allen-- Well, Miss Hoover, of course you are speaking about games that employ muscular action. I imagine that you are thinking of games such as darts, deck tennis, badminton, quoits, ping pong, captain ball, dodge ball and volley ball, are you not?

Hoover-- Yes, and if you want the really strenuous indoor games, I should suggest basketball or handball.

Allen-- Yes, but no person could relax and go to sleep after a very strenuous game of basketball or handball. Great excitement is produced in a basketball game. Most of the varsity players find it very difficult to go to sleep under two or three hours after a strenuous basketball game. In fact, I know of some of my varsity players who, after an exciting game, cannot sleep until the wee, small hours of the morning. But I am thinking of those breadwinners, who, after a few years in the rough and tumble of business and professional life, have great difficulty in getting a good, sound night's sleep. They desire a retreat from the strain, cares and hypertension of this modern existence. They feel the need and the blessing of rest. To a tired soul seeking a surcease from worry these words of Matthew come as a benediction: "Come unto me, all ye that labor and are heavy laden, and I will give you rest."

Hoover-- Did not the Indian have an equivalent philosophy when he thought of his happy hunting ground? And the Chinese philosopher, touching on the metaphysical fantasies, when he said, "I sometimes wonder whether I am dreaming life or living a dream."

Allen-- You will recall that when MacBeth murdered sleep thru his fear, he so aptly said: "The innocent sleep, sleep that knits up the ravelled sleeve of care, the death of each day's life, sore labor's bath, balm of hurt mind, great nature's second course, chief nourisher in life's feast." These lines are pungent with the fear of sleeplessness. To push fear out of a life it is necessary to generate a confident thought in the place of a doubtful one. If a switchman desires to move a box car from a certain location he signals the switch engine so that he may replace that certain box car by pushing another one in its place. This is the basic psychology of overcoming fear and gaining confidence. Miss Hoover, what is your further prescription to repress fear?

Hoover-- Well, I should just re-emphasize the necessity of using your head less at certain times, and use your arms, legs and large fundamental group muscles of the body more; muscles that are used in running, jumping, leaping, vaulting and climbing.

Allen-- Certainly if healthy persons use these muscles more they would have a good digestion. And if one has a good digestion he has good assimilation. With good assimilation, strong vitality. And with strong vitality, strong muscular action.

Hoover-- Dr. Allen, some one was telling me about the slogans you have in the varsity dressing room. What is that slogan concerning the three B's that you have for your basketball team?

Allen-- Oh, those three B's are merely to aid the boys to train more intelligently. We have a new placard that we put up each day for health and morale suggestions for the varsity. I merely suggest that the three B's mean that the boys should eat broiled, boiled and baked foods. This eliminates the greasy foods. Of course, we advocate toast because bread is the staff of life and toast is sweetened bread. The heat breaks up the starch capsules and assists in turning the starches into sugar. The extra mastication necessary in eating toast also aids digestion. Slogans similar to this

appear every day. In regard to overeating we have the following slogan: "Do not dig your grave with your teeth". In regard to developing leg and thigh muscles, we say "Breathe with your legs". And so that we may call attention to fine posture, we have a placard reading: "He died at 42 and was buried at 72. Look your part". If the individual has an erect carriage, a springy step, and confident posture, he can repeat with good grace the following lines:

If hunting a job
Or selling a mine;
Lost your business
Or stocks decline;
A hard luck story
Is beaten a mile
By a clean white collar,
A shave and a smile.

Hoover--I like the thought of this jingle. It often gives me a quick pick-up.

Get uplift in your bearing
And strength and spring and vim;
No matter what the things that worry you,
To slouch won't alter them.

Just square your shoulders to the world
You're not the sort to quit
It isn't the load that breaks us down
Its the way we carry it.

Allen-- Well, you know, Miss Hoover, just lots of people would get a ready response from a thing like that. All any of us need when we are low is just a little boost. But now back to brass tacks just for a moment. From a practical standpoint, if every community and every school in our land could have a "Hell Week" once a year wherein everybody spoke to the other fellow as they passed, this friendly greeting of people who never speak to each other would make more mental medicine for each individual than is often generated in six months.

Hoover--Think of these shy, uncertain souls who only speak when they are spoken to. A friendly greeting enables them to burst the mental fetters that bind them. Merely a hearty Good Morning, Frank, or a Hello, Jane, will release the basic reticence of these shy persons and make them feel that the whole world is kin. Don't you think, Dr. Allen, that many people cultivate their fears unknowingly?

Allen-- Yes, I do, Miss Hoover. I have always believed that no one should ever feel sorry for himself. Do not permit people to sympathize with you and tell you that you have been abused. A fellow who lends an attentive ear to this sort of gossip is doing himself an injury. Instead of driving fear out of your heart, you are inviting fear in for a permanent abode. The best antitoxin to eradicate fear is to bury yourself so deep in work and physical activity that fatigues, that you haven't time to worry. Hard physical work never has killed anyone. Do you know of anyone that has departed this life from this cause alone Miss Hoover?

Hoover-- No, I do not, but let's be really more specific regarding the more general fears.

Allen-- All right, Miss Hoover. Suppose we quote Dr. Link when he states "That the more general fears - of insanity, of persecution, of strangers, of inferiority, are usually the result of one's failure to conquer the minor fears by such practice. Sometimes, however, Dr. Link states, "they are due to the fact that a person, for some reason - disappointment in love, the death of a dear relative, financial reverses, loss of a job -- withdraws the individual from his accustomed activities. After a catastrophe, especially, one should not only keep up old activities, but bend his will and energies toward beginning some new and preferably strenuous pursuit." Dr. Link states that at the bottom of most fears, both mild and severe, will be found an overactive mind and an underactive body. Hence, he advises many people, in their quest for happiness, to activate themselves. Fear is nature's warning signal to get busy. Hundreds of thousands of men and women are playing golf today, not because they chose golf as their chief love in sport and games, but because the family doctor advised the business man and school teacher to break away from the worrisome grind. Getting out in God's great out-of-dorrs where they might put their attention on a white, elusive gutta-percha ball, bounding over the greensward, will prevent them from worrying about things that they cannot help and about other things that never happen. These people know full well that the only way to keep their physical machines functioning so that they may earn their daily bread for themselves and their families is to spend hours outdoors recreating body and soul.

RADIO PROGRAM
November 11, 1937

PHYSICAL EDUCATION FOR HEALTH

"WHAT PARENTS SHOULD KNOW ABOUT THE PHYSICAL GROWTH OF THE CHILD"

Allen--Dr. Lapp, last night I read a United Press dispatch quoting Dr. Fred M. Smith, of the University of Iowa, to the effect that degenerative heart disease in the United States is on the increase. I am of the conviction that heart disease is the product of our civilization. Hypertension, or high blood pressure, overworks the heart and imposes upon it an extra load, thereby producing a breakdown of the arteries and an ultimate collapse of the heart muscles. Yet the direct cause of hypertension is unknown. What is your opinion of this?

Lapp-- Well, of course, I wouldn't know. But we do know that certain types of heart diseases are due to heredity, and that overwork and worry contribute heavily to this toll. Stimulants, when rest and sleep are needed, certainly do not do an individual any good. Taking stimulants when one is tired is like whipping a tired horse through a mud puddle. Is that your idea?

Allen--Well, I would begin at the other end of the source - say starting at zero and endeavor to acquaint the parents with the elemental things so necessary in the infant's early development that they would build in the infant a strong physique. Now, I do not mean by that that we should have a muscular giant, but the parents should view the little chap as an active and growing little human being. The things most important to this youngster are activity, rest and food. Yes, and I would also want the young parents to know that they do transmit the vitality of one generation to the next generation. Only last week I heard Dr. Naismith read a short poem and I liked it very much. It ran like this

"God make us wise to know
How strong the stalk must grow
That rears so fair a flower."

Here is another one that hooks up the offspring with the family in a very definite way

"So wee a gift, yet the wealth of many lands
could not buy it in the richest mart,
So frail a gift, yet those tiny hands
Take mighty hold upon two human hearts."

Suppose we divide the youngsters into age groups from the period of birth to three years for our first discussion. What characteristics, Dr. Lapp, do we generally observe in these little fellows?

Lapp-- Well, perhaps we should make a division, for the sake of description, into the physical, the mental and the play characteristics. For the physical, of course, there is the rapid growth, weight is trebled, the length of the youngster increases 7 or 8 inches, and his brain increases in weight 2 or 3 times. For mental reactions, he notices light at 3 weeks, and memory begins. He is constantly moving and inarticulate speech appears. He begins to imitate at 6 months. For the play characteristics, there is noticeable a natural play, grasping, sucking, kicking, and he likes brightly colored

toys such as sticks, stones, spools, keys, balls and blocks. He is also interested in peek-a-boo and this-little-pig-went-to-market. Parents should know that this tiny thing craves security and love. Also the three prime essentials so necessary at this time are activity, rest and food. Now, Dr. Allen, will you carry us on from the ages of 4 to 6?

Allen-- Well, there is a continuation of the first stage in many essentials. There is a rapid growth of the brain and the body, and there is great physical activity. There is a further strengthening of the memory. Reasoning and judgment are faulty. This is a strong imitative period. Also, there is a tendency to begin to play with other children. The child is selfish, of course. Every child at this age is extremely selfish, because he is drawing into himself and he is only interested in himself. Parents should expect this. For his play activity, the sand pile and moulds enthrall him. He likes carts, swings, see-saws, and if it is a little girl, the doll house and toy furniture appeal especially. The boy naturally likes climbing trees and ladders, and this is where the young mother begins to shudder.

But, if we believe in G. Stanley Hall's theory that man is an omnibus in which all of his ancestors ride, we can naturally expect that this little animal is following the cycle of his ancestors. He will run, jump, leap, vault and climb. These are the fundamental activities of man, and this is exactly the fundamental activity that we expect in the growing boy, although the vaulting comes later. Now, Dr. Lapp, the ages of 7 to 9 perhaps are worthy of study. Will you outline the advancing changes of this group?

Lapp-- In the ages of 7 to 9 we find the child developing his permanent teeth, and a slowing up of the brain growth. There is a slower physical development and a change in the circulatory system with a tendency toward heart weaknesses and fatigue. In the mental make-up, we find interest shifting from action to results, the reasoning power is still weak, but the memory is beginning to strengthen. The youngster has a very active imagination. His interest awakens through competition. We still find him interested in the sand pile, the see-saw, and the jumping pit. Climbing is still fascinating. Games of chasing, hunting, throwing, shooting, as well as the singing games appeal to him. Dramatic and constructive games are the order. Nature plays, language, reading and spelling games, together with music, drawing, and seasonal games have a very definite appeal. Dr. Allen, will you discuss the development of the age groups from say 10 to 12, or 10 to 13?

Allen-- At these ages, 10 to 13, we find a lessened physical growth, and a rapid organic and functional development. At this time, perhaps, there is the greatest degree of immunity from disease, and we also find at this age there is the greatest activity. From the mental angle we find the hero worship stage, the element of cooperation in games, extreme interest in clubs, secret societies, and gangs. This is the period for memorizing and drill. Concerning play, we have an excessive desire among our American youth for basketball and baseball. In the fundamental activity of the youngsters we find climbing, trapeze work, and work on rings and bars appeal to him immensely. All types of games appeal to this plastic youth. Intellectual games, nature plays, as well as formal games, dramatic activity and constructive games such as building caves and shacks find a large place in his active existence. Chasing games, such as hide-and-seek and hare-and-hound appeal to this youngster. For the girls, the growth is rapid; there is profound change in the organs of the body; the elimination is often very poor;

the permanent teeth are in; resistance to disease is high. The weight is light compared with the height of the growing girl. There is a rapid growth of bones and muscle. There is a change in the blood composition. By this time the brain has ceased to grow in size and weight. The girl has a creative imagination and the higher mental powers are developing. There is a strong sense of rhythm. The emotions are exceptionally strong and self-control weak. The pre-pubescent increase in growth in boys usually occurs one year later than in girls. The lung capacity increases along with the strength of the grip. The brain ceases to increase in size, resistance is very high, and the elimination is also poor.

Lapp-- Dr. Allen, let me interrupt at this point. You have been talking about brain size, and resistance to disease of children who are of the age to enter junior high school. There are some facts about the individual at this period that should be considered. Floyd Rowe, supervisor of health and physical education of the Cleveland public schools, has experimented with the growth and development of boys during this period. He finds that from February to June junior high school boys who are regularly enrolled in physical education grow from 30 to 90 per cent more in weight, lung capacity and grip strength than did boys not in the program. But from September to November junior high school boys on interscholastic basketball squad developed from 40 to 60 per cent less than did those in the ordinary physical education program; and over a two-year period developed much less than those not engaging in varsity sports. That basketball notation looks bad for your sport, Dr. Allen.

Allen--Yes, it certainly does, and it should. Many authorities state emphatically that basketball should not be indulged in as a team project in league competition at this age. The child's nervous system takes a terrific punishment from the angle of the emotional and physical being. In the interpretation of this, one should not conclude that strenuous activity is harmful to all boys in this formative stage of growth, but it should be interpreted that it is not advisable to overdo this type of intense activity until we have found evidence to the contrary. Dr. C. H. McCloy, of the University of Iowa, has recently suggested that there is some question about the advisability of strenuous competition during this age period. Recently Dr. Logan Clendenning, in one of his daily articles in the Kansas City Star, pointed out that it was inadvisable for boys under 14 to engage in interscholastic football competition. Only yesterday here in Lawrence an enthusiastic father deplored the fact that his young son could not play in junior high school league games because the physician had detected a heart murmur in his son. Rest for a year for this young boy will allow nature to compensate and the heart resume normalcy. You will remember that heart murmurs are quite common at this age.

Now to summarize: This youngster up to 10 years of age is just a young growing human animal. His job is to develop a strong muscular and organic foundation in which the nervous system is to mature. It is through his play and the activities that he indulges in that he accomplishes this aim. His nervous system is the last of the highly specialized tissues to be developed. Healthy nervous reactions depend upon bodily vigor. The fundamental group muscles, such as are employed in running, leaping, jumping, vaulting, climbing and swinging are the muscles that produce robust vitality. The accessory group muscles, which are ordinarily employed in the finer movements, necessitate a complex coordination of nervous control, a control which is entirely lacking in the early years of physical growth. The child at this time is not himself. He is someone else in his own imagination. His activities must appeal to his dramatic sense. Whether he be a make-believe All-American football player, an aviator, or an engineer, he is what he would have his

hero become. Whether he enrolls on Mt. Oread in later years to study aviation will depend upon how successfully he follows the gleam of his imagination and dramatic sense. Educational science enables the modern parents to appreciate child behavior in all of its realms.

Lapp-- Dr. Allen, aren't there professors on Mt. Oread who are teaching certain subjects that are conducive to a better understanding of child development?

Allen-- Yes, indeed. A professor in the department of psychology made the statement that he had received more benefit from Dr. Naismith's course in Physical Development of the Child when he was a student in the University than from any other single course that he took during his undergraduate days. Dr. Florence Brown Sherbon offers an excellent course in Child Care, covering the growth, development and care of the pre-school child. And Miss Beulah Morrison has won high praise with her course in the department of Psychology, The Normal and Delinquent Child.

Lapp-- Now, getting back to the causes of heart disease, there are many prescriptions to keep from growing old. A Chicago business man once told about an untiring executive in his home city. This miraculous executive arrived at his office every morning at 8 o'clock. He hardly takes time out for luncheon. At 4 o'clock in the afternoon when he has finished all of his executive details he jumps in his car, drives a hundred miles to some nearby city, has a heavy dinner at one of the leading hotels, dances, and fully enjoys himself until the wee hours of the morning. He drives home after the party in ample time to arrive at his office with apparently all of the personality and pep of one of those high-powered executives. These occurrences are as frequent as three times a week. This is one of the prescriptions to keep from growing old. But this man just won't last very long.

Allen-- Our pioneer grandfathers struggled laboriously from sunrise to sunset, but in the evening they went into their cabins, sat around in a dimly lighted room facing a great log fire until the ambers burned low. The lack of light and the warmth of the room soon brought on drowsiness and relaxation. They retired for a full night of sound, healthy sleep. When Thomas Edison gave to the world the wonderful invention of the incandescent light he perhaps contributed one of the most potent things responsible for hypertension or heart strain affecting the human animal. Our greatest luxuries sometimes are the cause of our own destruction. We are told by the poultry producers that electric lights placed in the hen houses will cause a near doubling of egg productivity on the part of the hen. In the same proportion, daylight, electric light and bright lights contribute to the hyper-tension and heart trouble that exists among the middle-aged Americans at the present time. I have heard Bob Zuppke, the football coach at the University of Illinois, repeat many times the old Chinese proverb - "Measure and proportion; no excesses, young men, and you will be happy individuals."

We have been discussing heart throbs both from good and badhearts. Here is Nelson Sullivan, our intramural sports announcer atop Mt. Oread overlooking the Kaw. He will tell you about Jayhawk Intramural heart throbs. Sully:

RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH

November 18, 1937

"FUTURES OF PHYSICAL EDUCATION -- PHYSIQUE, POISE AND PERSONALITY"

Allen -- Last year the University of Kansas established a four-year curriculum in Physical Education. The high school and general School of Education requirements are that the entering student shall have 3 years of English, 2 years of physical science or 2 years of mathematics, 2 years of biological science, and 2 years of social science. The enrollment is in the Department of Physical Education, in the School of Education, starting at the beginning of the freshman year. 124 hours are required for graduation. 19 or more hours shall be in the School of Education, and 30 to 40 hours in the major subject, Physical Education. It is necessary that the graduating students shall have a total grade point requirement of 140 grade points, and an average grade in their major of 1.5. Before this prospective graduate may take practice teaching, he must have 80 hours and 90 grade points. All candidates for a degree will be required to present an academic minor of at least 20 hours. The degree conferred by the University is Bachelor of Science in Education. We have collaborating with us tonight four physical education majors from the School of Education: Miss Catherine Dunkel, of Topeka, Kansas, who is vice president of the Sasnak Club, Miss Virginia Anderson, of St. Louis, Mo., Mr. Giles Elmore, of Macksville, Kansas, who is treasurer of the Sasnak Club, and Mr. Ralph Miller, of Chanute, Kansas. Maurice Cannady, the president of the Sasnak Club, is on his way to Tucson with the football team. Miss Ruth Baker, a senior in physical education, is secretary of the club.

Miller-- Say, I heard some of the students call that "sassafras" or "Sasparilla", but I imagine they meant "sarsaparilla". They apparently thought it was some tonic.

Elmore-- Well, it is a peppy club. Maybe that is what they meant.

Anderson-- Perhaps we had better tell them that it is Kansas spelled backwards.

Dunkel-- Well, anyway you look at it, regardless of how you spell it, this Kansas "Sasnak" means progress. Dr. Allen, I have been troubled with this problem - will all these physical education majors obtain a job when they graduate? Assuming that our department plans to attract most of its students from Kansas and return them to teaching positions in Kansas, I imagine that superintendents and principals have been consulted in regard to the needs of the situation, have they not?

Allen-- Yes, Miss Dunkel, we have worked out a sort of a formal questionnaire which we expect to follow along the general plan of what Dean W.W. Charters calls "job analysis". That means that we are analyzing the types, kinds and numbers of jobs available in the field, and then we will do our best to fit students to capably fill these positions. In the beginning we are endeavoring to be certain that our basic courses are what should be taught.

Elmore-- There is considerable discussion about anatomy, physiology and kinesiology as a background for teachers of physical education. Are these courses taught by the coaches who are coaching football, basketball and track?

Allen-- The only courses the coaches teach in this physical education curriculum are their own special subjects, one course of 3 hours over the 4-year period. The anatomy and physiology are taught in the School of Medicine. Kinesiology and other allied subjects are taught by Ph.D.'s who have a physical education background. Of course, you will understand that the anatomy taught in the Medical School is modified for physical education majors, but it is taught by a professor in the School of Medicine.

Anderson- Dr. Allen, this course was not designed for athletes especially, was it? I heard you tell a story once about Ole of Minnesota taking chemistry. He had failed in his chemistry so he was ineligible to play football, but upon insistence by the football coach the chemistry teacher gave the boy another chance by allowing him to take a make-up quiz. What was that football yarn they tell about some athletes being a little dumb?

Allen-- Oh, yes -well, that is just one of those football yarns. Football is such a great sport and elicits such a following that they tell some good ones on the football boys. Coaches must have after dinner stories, you know. The story went something like this, Years back, Ole of Minnesota had difficulty mastering chemistry. The professor of chemistry had flunked him and so told the coach. The coach was a great friend of the chemistry professor, and asked him if he would give Ole another opportunity. The professor said, "Yes, I will, but it will do no good, because he simply can't make it." After much persuasion, the quiz was given. The anxious football coach interrogated the professor with this query - "Professor Hydrogen, how did Ole get along?" The professor said with a very solemn face, "Well, Bummy, your boy went through a terrible ordeal. Nevertheless, chemistry is very difficulty for most students, so I told him if he would make a grade of 50 I would let him play. I asked him but two questions. The first one was to give the formula and describe the chemical derivations of strychnine. His first answer was incorrect and I gave him zero. The next question was along the same general line. I asked him to give the formula and fully describe the chemical properties of blue precipitate, blue vitriol. He said he didn't know, and that was right. So I gave him 50. He barely got through."

Miller-- Say, I'm a football player. I don't like those digs, even though they are said in jest.

Elmore-- No, I should say not. Just look at the suggested curriculum for physical education majors and see if you think it is a snap. General psychology 5 hours, history of economics 5 hours, social science survey 4 hours, rhetoric, English literature, and educational psychology, as well as educational sociology, and many other subjects that are very technical and difficult to master.

Dunkel-- Well, I know Miss Anderson just brought that up in fun, because she of all people certainly knows that the physical education course is not a snap course; and certainly students have to be more than good athletes in order to get credit. Your father was formerly director of physical education and health of the Kansas City public schools, wasn't he?

Anderson-- Yes, and he now holds a similar position in St. Louis. I have often heard him mention a statement made by Dr. Thomas Storey, of Stanford, who said, "I know of no course outside of medicine and possibly engineering which should be as exacting as a course in physical education." It is necessary to set up some rather rigid requirements, both academic and physical, for admission to these major courses.

Dunkel-- Yes, and in the School of Education requirements is this statement: "In addition to the general admission requirements students seeking admission to the 4-year curriculum in physical education shall be required to present a certificate of physical fitness as a result of the physical examination at the University of Kansas Student Hospital. Each student shall be required to take an annual physical examination at the Student Hospital and to maintain satisfactory physical fitness."

Miller-- Well, Dr. Allen, I wonder how these coaches and physical education teachers are selected. Is it because they are star athletes with highly developed skills, or does their academic rating figure in the new standard for the present day teachers?

Allen-- In selecting the physical education teachers, great care must be exercised. Sound character is vital because the pressure and complexities of the situation bring out the true calibre of the individual. May I quote Fielding Yost, who said: "It seems to me that there are three fundamental questions that should be asked about a man before he is entrusted with the responsibility of teaching boys. The first question to be asked is: What manner of man is this? How does he speak and act? Is he sound and clean in mind so that his influence is inspiring and uplifting? Would he set a fine example - not by posing but by being - the type of man we want each of his boys to be? If these questions cannot be answered favorably, stop then and there. No other qualities can supplant the fundamental qualities of character. The next question is: Just how well does he know what he wants to teach? Is he thorough or superficial? Is he progressive or reactionary? Is he original or without imagination? In short, can he bring with him a thorough, solid knowledge, and will he keep that knowledge constantly abreast of changing conditions? And finally: Can he teach others what he knows? Can he take knowledge, add expressiveness and impressiveness of speech and action, imbue with enthusiasm and give his students something that will not only be easy to grasp but also pleasant to master? Surely the physical education teacher of today must measure up to rigid high standards of both education and essential manhood. Any profession so exacting and so demanding is being built upon the bed rock of education and must continue to grow and elevate itself to constantly higher planes."

Elmore-- Pardon me, but it seems that we have been talking a great deal about athletic coaching. I am especially interested in teaching physical education.

Allen-- Well, athletics are a part of physical education. Within a few short years the control of athletics has passed from students and spectators to superintendents and principals. Most of this leadership has been assumed by teachers of physical education, the majority of whom are experienced and highly skilled technicians who have received their training in one of the numerous professional schools throughout the country. Read what the North Central Association of Secondary Schools says: All athletic competition should grow out of and form an integral part of a physical education program." Undoubtedly that is the ideal for athletics, but unfortunately our colleges don't all present this picture, because of the complexities of university organization and of the commercial proportions which college

athletics have assumed. Most colleges have a separate athletic department to administer athletic activities.

Elmore-- Then all of the intramural sports are not in the athletic department, are they?

Allen-- No, they are in the department of physical education. The competitive sports, represented by varsity teams, that the university sponsors and those under the control of the director of athletics are football, track, baseball, basketball, tennis, golf, wrestling, and swimming. The department of physical education sponsors play activities for both men and women and the intramural sports are much more numerous than are the varsity sports, and they are indulged in by many hundreds more people than are the competitive varsity athletics.

Anderson-- And then the state subsidizes the department of physical education, while competitive athletics are dependent upon the gate receipts, are they not?

Dunkel-- Yes. I understand the stadium cost \$660,000 and that the athletic association has a remaining debt of \$150,000. Is it true that there is not a penny of the taxpayers money in that large stadium?

Miller-- Yes, while we call it the Athletic Board, the University of Kansas Physical Education Corporation really built that stadium. You know, the state will not assume any indebtedness for any athletic association of any state school.

Elmore-- I imagine, Dr. Allen, that in this new department of Physical Education you expect to give a good deal of attention to the matter of training people in the field of recreation. It is true, is it not, that the two things - recreation and physical education - are not the same?

Allen-- You are right, Mr. Elmore. Some of the training in each will carry over in the other field, but by and large there are differences. My guess is that there is going to be more of a demand for people who can administer both physical education and recreation in the next 25 years than there will be for teachers of straight physical education. The average physical education course trains people to handle groups of children or adults, as the case may be, but usually on schedule and under some sort of disciplinary control. Recreation is different. You must enlist your people in recreation through interest appeal, and therefore it seems to me that the difference in training is essential.

Dunkel-- Well, Dr. Allen, I have heard a great deal about a master's degree in physical education for this department. Are you contemplating such a move?

Allen-- Yes, indeed. By next year we will have two teachers in the department with Ph.D. degrees, and 5 teachers in the department of physical education with master's degrees. There are many of our high school teachers going to nearby state institutions, like Iowa, Minnesota, and Ohio State to get graduate work in physical education. Of course, the outstanding schools are New York University and Columbia, where they give the master's degree and the Ph.D. degree in physical education. But we are very hopeful of installing a graduate course in physical education in the very near future. We are working with the authorities of the University toward that end.

Anderson-- Then you really mean that in this department of physical education you graduate students with a B.S. degree who will be athletic coaches in the high schools and colleges, as well as students competent to teach recreation and physical education, and in addition will have the ability to teach academic subjects that will fully satisfy the State Board of Education requirements? Will this not apply to both men and women?

Allen-- Right! Absolutely right.

Miller-- Then these people, after they get the B.S. degree and teach for a year or two, may come back and get their master's work here?

Allen-- Right again Ralph.

Anderson-- Well, then Kansas will be the only school around here offering the master's in physical education, so far as you know?

Allen-- Yes, that is correct, Miss Anderson. Miss Dunkel, you are a senior in the department of physical education. What do you expect to do after your graduation?

Dunkel-- My desire is to teach physical education. Although I am interested in all phases of this field, I am especially interested in dancing, as I feel that dancing can contribute something that no other activity in physical education possesses. It combines artistic elements with physical activity. The study of the dance furthers an appreciation and knowledge of music and art and at the same time develops emotional control and poise. Add to this the complete use of the body which dancing requires and you have an activity that answers many needs. Since my practice teaching at the university has been so interesting, I'm sure it will be of much value to me in actual teaching.

Allen-- Mr. Elmore, you are another senior in the department. What is your intended vocation, and where do you expect to teach?

Elmore-- I expect to teach biological science, physical education, and also coach in Kansas, as I have become very much interested in this work at the University of Kansas, and feel that I am capable of teaching in this field.

Allen-- I have always heard that the father advises his children never to follow the same vocation by which he earns his bread and butter. Miss Anderson, are you going to be an exception to that rule?

Anderson-- Yes, I think I am going to be an exception to that rule because I know by experience that the field of physical education is a broad one with many opportunities to offer. I plan to use my physical education training primarily in camping work.

Allen-- Ralph, you have gone lots of places on football and basketball and track teams. Yes, and by the way, you were a member of the National Honor Society, so you must know your academic subjects pretty well. What is your hope for the future?

Miller-- Doctor, my ambition is to be a college athletic coach. I decided that if at all possible I would like to continue work in athletics after my actual playing days are over, and this physical education course gave me a splendid opportunity. As far as the course itself goes, I can guarantee any one that it is a tough course and unless you are prepared to study, you had better stay out of the course.

June 4, 1958.

Miss Mildred Seaman,
Assistant Program Director,
Station KFKU,
University of Kansas.

Dear Miss Seaman:

It was a pleasure for us to cooperate with you and Mr. Ingham in the broadcasting work with station KFKU. It was a lot of fun. Had not my administrative duties been as heavy in my first year of reorganization work, I feel that I could have improved on much of the work.

However, you have a deep understanding of a busy fellow's set-up, so I know that you make fulsome allowances.

It is a poor time for a worn out horse to show much enthusiasm for the oncoming canter. If I had a drink of Dr. Pepper or a Coca Cola I might advise you more gingerly. Understand, this is not a hint for a soft drink. I expect to be here this summer working on our recreational program, and suppose I put the bid back the other way. When you feel sufficiently stimulated to offer some suggestions to us we will be delighted to hear from you.

With best wishes for a cool and pleasant summer,
I am

Very sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.



Office of
PROGRAM DIRECTOR
109 Fraser Hall

KFKU

BROADCASTING STATION OF
THE UNIVERSITY OF KANSAS

LAWRENCE, KANSAS

Central Standard Time
1220 Kilocycles

☆☆☆

Studio in
Electrical Laboratory

June 2, 1938

Dr. F. C. Allen
105 Robinson
Campus

Dear Dr. Allen:

Speaking for Mr. Ingham and myself, I should like to express our sincere appreciation for the many excellent programs which you have given from KFKU during the past school year and for your cooperation in making this another successful year for the university's broadcasting station.

We shall be happy to receive any comments or suggestions which would help us in planning future programs or which would assist us in the better production of radio programs.

I shall be in the office during the month of June and shall be hoping to see you or hear from you and to learn your suggestions for KFKU. With best wishes for a pleasant summer's vacation,

Cordially yours,

Mildred J. Seaman

Assistant Program Director

MS:EM

June 29, 1938.

Dean Frank T. Stockton,
School of Business,
University of Kansas.

Dear Frank:

I want to thank you for your kindness in offering to collaborate with us on a radio program last spring, but am sorry that we were unable to get together.

We had several cancellations on our programs due to President Roosevelt's speeches and other national hook-up programs, and this cut our series short. However, I do want you to know I greatly appreciate your willingness to cooperate.

I trust that some time during the coming year we may arrange a broadcast together.

With best wishes for a pleasant summer, I am

Very sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

January 25, 1938.

Dean Frank T. Stockton,
School of Business.

Dear Dean Stockton:

Thank you very much for your good letter of the 19th instant saying that you will be glad to collaborate with us in our "Physical Education for Health" program.

It will be a few weeks before we get our spring series lined up, but I want you to know I appreciate your responding favorably. We will work up some stuff and submit it to you within the near future. Thank you very much.

Sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

UNIVERSITY OF KANSAS
SCHOOL OF BUSINESS
LAWRENCE

FRANK T. STOCKTON
DEAN

January 19, 1938

Dr. Forrest C. Allen
Director of Physical Education
K. U.

Dear Phog:

I should like very much to help you out on the broadcasting proposition if I could think of a suitable subject and if your staff can prepare the script. Perhaps the best thing to do would be to work me in on a minor part in some program. One subject which occurs to me as a possibility would be the emphasis placed on physical fitness in business. However, it would take quite a bit of effort for me to look up the material and it so happens that at the present time I have two rather serious speeches to prepare. I shall be glad to have any suggestions you have to offer. I am returning the material you sent me.

Cordially yours,

Frank T. Stockton

FTS:g
Enc.

January 15, 1938.

Mr. Earnest Boyce,
Director, Water and Sewage Laboratory,
University of Kansas.

Dear Mr. Boyce:

Every Thursday evening from 9:30 to 9:46 the Department of Physical Education is broadcasting over KFKU a series of programs under the general topic of "Physical Education for Health".

I am wondering if we could prevail upon you, some time during the second semester to work with us in an interview. There is so much criticism of the condition of swimming pools. It was my notion we might discuss some angle of that, and possibly have Dr. Lyle S. Powell collaborate with us.

I am sending you mimeographed copies of our programs this fall and winter, so that you may see what fields have been taken up. I shall be glad to hear from you.

Thanking you for your cooperation, I am

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH