

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