A

RADIO PROGRAM
November 4, 1937.

PHYSICAL EDUCATION FOR HEALTH

"YOUTH LOOKS AT ALCOHOL AND PLAY"

Allen: The kaleidoscopic succession of events in the last four years, many of which seem to indicate fundamental changes in the social structure of our nation, is beginning to have a decided effect upon the thinking of many of our citizens. The repeal of the Eighteenth Amendment and the consequent cocktail hour in which many children come in contact with alcohol, in seeing their parents indulge, has caused educators to ponder. Although there is deep-seated opposition from many quarters, forward-looking educators are beginning to realize that if schools are to meet the demands of changing times, many issues, controversial in nature, must be frankly, openly, and fairly discussed in our class rooms.
The present trend is to discover a new and more effective method of approaching the alcohol question for younger people, which will present materials both absorbing in interest and accurate in statements. The information must be scientific. It is rather a significant fact that the Sunday School teachers of the nation this past week discussed the liquor subject as their International Temperance Week's topic. Twelve thousand public school teachers of the state of Kansas assemble this week-end in conventions to study problems helpful to the youth of the state. Four thousand school teachers meet here on Mount Oread tomorrow and Saturday to keep abreast of the changing trends in education.
Dr. Chambers, both you and Dr. Naismith have been teachers in the public schools and the Sunday Schools. Both of you are medical physicians and you can speak with authority on the effects of alcohol on the human animal. Dr. Chambers, does alcohol in your opinion very greatly lessen the efficiency in the reaction time of the individual? Say in automobile driving? What about laboratory tests to determine such things?

Chambers: A very interesting test was made on taxi drivers. The average time that it took the drivers to press the brake pedal, after a red light was flashed as a signal, was one-fifth of a second. Then they found that for the average person, tested when he had the amount of alcohol which one would get in two glasses of beer, the time required was from 3/5 of a second to a full second.

Naismith: I imagine some people ask this question. What difference does it make whether it takes 1/5 or 5/5 of a second to press the brake pedal? If you get it pressed the car stops any way, doesn't it, Dr. Chambers?

Chambers: Yes, Doctor, but death deals in split seconds. If a car is traveling at the rate of 60 miles an hour, how far does it go in one second? In 1/5 of a second?

Allen: Those figures are easy of computation. The car goes at that rate 88 feet in one second, and 17 3/5 feet in 1/5 of a second.

Chambers: That's exactly right. It would take a fellow with a couple of beers in him 35 to 70 feet more to stop his car than it would take the non-drinking fellow. That would make a mighty big difference in a tight place, don't you think?

Naismith: No argument about that.

Allen: Right!

Allen: Yes, and even driving in the city at 25 miles an hour, that stopping distance would be from 5 to 20 feet, and that might mean the difference between hitting a child playing in the street and missing him.

Naismith: I am in entire sympathy with these scientific tests, but can we be sure of their findings? Suppose they emptied a bottle of beer and then filled it with near-beer? Would not this psychological situation make these taxi drivers think that they had drunk alcoholic beer and might not this influence their driving?

Chambers: The men making these tests are after the truth, and the truth only. They give the same kind of tests on several different days to the same persons. The alcohol was always given in highly perfumed drinks, so that it could not be tasted or smelled. On the days when the people being tested were not to have alcohol, they were given these same perfumed drinks without the alcohol. You see, the persons did not know whether or not their drink on that day contained any alcohol. Even if they thought that they were drunk, they would think the same on other days, too, so the results would be fair.

Naismith: Dr. Allen, what was that story that you told our group about a scientific test that was made concerning alcohol that some of the young boys entirely misunderstood?

Allen: Oh, yes, Dr. Naismith, some of the very best lessons in life are always misunderstood by a small minority. The case I mentioned was when the school teacher endeavored to show her grade school class of tenement dwellers the harmful effects of alcohol by using earthworms as her demonstration mediu. The teacher took two water glasses, filling one half-full of drinking water and the other half-full of grain alcohol. She dropped the earthworms in the glass of water and asked the class to observe the experiment for 3 or 4 minutes. Nothing eventful happened. The worms continued to move around in the water with apparently no ill effects. Then the teacher dropped some earthworms in the glass half-filled with alcohol and almost immediately they wriggled but once or twice and all were dead. A pall of silence gripped the youngsters. Then the teacher asked the class what object lesson any of them had learned from this class project. Quick as a flash, bright-eyed Johnny Gillispie's hand shot up.
"Johnny, you tell us," said the teacher.
"Well, said Johnny, "if you keep that much alcohol in you all of the time you won't have worms".

Naismith: That is a good one, but there was one about a swimmer.

Allen: Yes, and the strange case about this woman was that she was a former Olympic swimming champion. She was discussing with me the questionable good that came out of our taking exercise to maintain our health. I pointed out the benefits and the exhilirating effects of the exercise to be followed by a bath and a good rub-down.
"Yes," she interrupted, "but gin will do the same thing."

Chambers: You don't suppose that she believed that stuff? What is the use of all of your recreation fields and playgrounds if that is so.

Naismith: It would make a very interesting parade to line up the men who have been abstainers from alcoholic liquors all of their lives and march them along

side of an army of users of alcohol. I asked Alonzo Stagg, the former grand old man of the Midway, not long ago how he kept in such trim that he was coaching football four years after his retiring age of 70. One of the main things was that he had never indulged in any form of alcohol.

Allen: Thank you, gentlemen, but thus far we have been having youth look at alcohol during the whole discussion. Let us have a look at his play side. The love for play is natural, the love for drink is an acquired blight.

Chambers: Yes, Allen, but before we leave the first subject, let us summarize the effects of the drink habit. You can without fear of contradiction make athree point indictment, as follows:
I - Alcohol very greatly lessens the efficiency in the reaction time.
II - Alcohol greatly lessens the force of inhibition.
III - Alcohol lessens the accuracy of judgment. All transport planes have two pilots and two controls should one pilot fall ill. We have but one brain, one control and one pilot.

Allen: We will all agree that you have been most fair, Dr. Chambers. Dr. Naismith I am wondering if you think the boy considers this proposition from a moral or an efficiency standpoint.

Naismith: I am of the opinion that every boy wants to be a champion and he does not want to harm his body in any way. When a boy denies himself pastries and an oversupply of sweets to play on a team with a chance to win a championship, then you can bet that he is thinking of the efficiency angle. However he knows that he is doing the right thing when he is training and this raises his morale.

Chambers: Then you think that the boy is such a selfish individual that it gives him such joy to win and pain to lose, that he will train consistently so that he may be rewarded by winning the championship.

Allen: Exactly, Dr. Chambers. Athletics is a bridle that leads this fractious human broncho through the plastic years of his formative existence and stresses the inhibitions so necessary to his physical and moral growth. No real champion athlete ever celebrates a victory by becoming intoxicated. Many pseudo-Tarzans of the mezzanine dance floor endeavor to celebrate their team's victory in this manner, but the boys who played the game are tired and happy in their efforts, and generally find their fun from another angle. But just the same, the sport is blamed for the antics of this lunatic fringe who generally are unable to play the game or act decently.

Naismith: You don't mean to say, Dr. Allen, that all of the boys who play on athletic teams train as they should, do you?

Allen: I am glad that you brought that up. The Kansas State High School Athletic Association has a requirement in their by-laws that makes any athlete ineligible for athletic competition who uses tobacco. I know and you do, too, that many boys cheat on this score, but think of the thousands of high school boys in this state that do follow this rule.

Chambers--After all, your boy is in a pretty high grade group of boys with ideals, if they take their training as seriously as the high school association requires. I imagine many mothers would take a chance on a broken bone by her son if he went straight rather than to have a chance of a broken

heart, if the boy went wrong. It looks like this procedure keeps the boy pretty much in line if he keeps his agreement with the high school that he is playing for.

Naismith: Forebel used the principle of education through play in his kindergarten theory. Isn't this the same principle that you are discussing here? Why wouldn't this be a good theory to work with the girls in their physical education? I saw somewhere not long ago that there are more girls smoking cigarettes in America than boys. Tell me if I am wrong.

Allen: I have also seen this statement. Of course, we do not expect girls to participate in competitive interscholastic athletics to the extent that boys do. The educator has failed to find something that will grip and hold the girls' interest in the perfection of her physical development for an immediate purpose the same as they have done for the boys and men. Perhaps that is the next great discovery for the educator. At least, we hope so. You will remember it was Maude Royden, of England, who said, "You cannot break Nature's laws, but you can break yourself against Nature's laws." The joy of zestful living should be a worthwhile stimulus to any intelligent individual, don't you think, Dr. Naismith?

Naismith: Yes, and do not forget these lines:

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

Allen: Thank you, Dr. Naismith, and you, too, Dr. Chambers, but - say, our time is up, and we have yet to hear from Nelson Sullivan, our intramural sports announcer atop of Mount Oread. Sully, can you pinch hit, You are up to bat. Start swinging!

RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH

December 2, 1937.

"BASKETBALL AND ITS EFFECTS UPON HEALTH."

Allen-- Is league competitive basketball beneficial or detrimental to the health of the growing boy? The majority of research investigators concur that competitive play is injurious to the junior high school boy as it affects detrimentally both the physical and nervous systems of the youngster. However for the senior high school athlete and for the college competitor in good physical condition the game seems to improve the strength of the heart and the blood vascular systems as well as its closely allied neighbor, the nervous system. When an athlete has finished his four years of college competition and continues to play so-called amateur or independent basketball for any length of time, the nervous system and the kidneys then show unmistakably the wear and tear of this very strenuous game. Basketball has been blessed by many professorial investigating minds which have determined both its present and its future. Throughout the years we have had such men as Dr. James Naismith, the inventor of the game, Dr. Joseph Raycroft, formerly of the University of Chicago and now at Princeton, Mr. L. W. St. John, of Ohio State University, William McKinley Barber of Yale University, Dr. John Brown of the Y.M.C.A. of New York City, George T. Hepbron and E. A. Metzdorf, of Brooklyn, E. J. Hickox of Springfield College, Oswald Tower of Andover, Mass., and Floyd A. Rowe: of the Cleveland Public Schools to nurture and to guide the destinies of the game. Some of the younger men who have made a definite contribution are John W. Bunn of Stanford University, and H. V. Porter, secretary of the Illinois High School Athletic Association. In pure research the investigator will attack any problem anywhere that appeals to his fancy, and he is not concerned as to whether his findings will or will not have a practical use for humanity. In practical research the investigator narrows his field to the selection of practical problems. These problems must be submitted to the scrutinies of the investigator in order that in the end there may be an improvement of conditions.

Plumley-- Dr. Allen, what augmented these investigations? There must have been much criticism of basketball before these research men went to work. Just what caused this research activity and what were the findings?

Allen-- Well, Jay, some years ago Dr. J. H. McCurdy, of Springfield College, Springfield, Mass. conducted a series of critical investigations upon his Springfield College athletes, and the findings showed that 87% of the players had traces of heart and kidney strain.

Plumley-- Yes, Dr. Allen, but isn't it true that these Springfield College men, or most of them, had already played high school and college basketball? Most of them graduated from colleges giving the A.B. degree and then matriculated at Springfield College where physical directors and athletic coaches are trained. Wasn't Springfield College one of the first pioneers in American training of physical directors?

Allen-- You are exactly right, Jay. We will discuss Dr. James Naismith's findings upon high school athletes and that will show the difference. For the purpose of illustration it might be well for us to think of the United States Military Academy at West Point. The cadets in the Army team generally finish an academic college and then enroll at West Point for four more additional years. This is true of the Springfield College. Many boys play four years in high school and then four years in college, and perhaps the difference in the results of the two tests was due to the difference in the ages of the two groups of players. The wear and tear on the older physical machine is too severe.

Plumley-- How long ago did Dr. Naismith institute his series of investigations to find whether Dr. McCurdy's charge was warranted or not?

Allen-- Well, Jay, back in 1930 Dr. Naismith took as a working basis the players entered in the annual Kansas State High School tournament which then was held at the University of Kansas. Every competitor under went a thorough physical examination. All the tests were made by the Biochemistry Department of the School of Medicine of the University of Kansas, which would vouch safe for their accuracy. And strange to say that after the fourth championship game the tests showed that the members of the Wichita High School team, the winners of the state tournament and later winners of the National High School Championship at Chicago, were in better physical condition then than at any time during the tournament. Of the members of the two teams that played for the championship, the test of but one man gave any indication of previous opinion that basketball was too severe on hearts and kidneys of the normal high school boy.

Plumley-- The findings arrived at by these research men was that while you are robust and rugged the physique will stand up under strain. Then I guess it would be comparable to a new automobile standing the strain. When the machine gets older it does not function as well as it did in its previous first class condition.

Allen-- Well, I think that is a very good illustration, Jay, and I believe that is the easiest way to explain it. At another time, in the interests of the game of basketball, Dr. Naismith performed some very interesting heart investigations. This time he took for his clincial material a squad of young men with no previous experience in basketball. For 18 weeks this group was given the same daily fundamental drills and team play that a group of regulars on the basketball squad received. Daily tracings of the heart, both before and after play, revealed no increase in size. Indeed, in some cases there were decreases in the size of the heart. You know, many people are of the opinion that Glenn Cunningham's heart is large or hypertrophied, but I am told on very good authority that the heart of Glenn Cunningham, the great Kansas runner, is smaller than the normal sized heart. A heart muscle, to have tonicity and strength, is not dependent upon size.

Plumley-- Well, Dr. Allen, many parents who watch their sons play cannot understand why the heart is not affected because in their opinion their son is continuously on the go. He is driving here and there, and it seems that there is never a let-up in play. It seems as if the boys would literally run their hearts out.

Allen -- Well, here again, Jay, Dr. Naismith conducted another interesting investigation of a different nature and made some worthwhile deductions. This time he used as his clinical material four high school teams who were entered in a league tournament. He meant to ascertain the actual number of minutes that the average high school basketball player was in motion during an entire game. A separate watch was kept on each of the 20 players in the game. Whenever a player stopped, the watch stopped, and the count was resumed again when the player resumed activity. The results of the investigation were as follows:

1. The average time elapsed for one 10-minute period of play, 13 min., 8 sec
2. Shortest time of activity for any one player, 3 minutes, 32 seconds.
3. Longest time of activity for any one player, 7 minutes, 21 seconds.
4. Average time of activity for each player, 5 minutes, 28 seconds.
5. Percentage of average activity of each player to the entire playing time, 39.6 per cent.

So you see, Jay, that basketball seems strenuous to the spectators because they naturally follow the ball, which is the focus of activity. It would be very interesting if any of the spectators at a basketball game would just pick out one player and watch him throughout the contest. They doubtless would be surprised to see how many times during the game this player would be found to be utterly inactive. Perhaps he would be alert, but he would not be in motion a great part of the time.

Plumley--Dr. Allen, you mentioned Floyd A. Rowe, who is on the research committee of the National Basketball Rules body of the United States and Canada with you, John Bunn, H. V. Porter and E. J. Kickox. Just what did Floyd Rowe find out about the injurious effects of basketball upon the junior high school boy?

Allen -- Well, Jay, Floyd Rowe has done some very wonderful work along that line. He contends and has figures to prove it that basketball league competition for junior high school boys very detrimentally retards their physical and nervous development. You know, Mr. Rowe is director of the Department of Physical Education and Health of the Cleveland, Ohio, public schools, and he has done some very extensive work. He feels that it is perfectly all right for boys to indulge in the mimetics of basketball; to use motivation of teaching basic basketball fundamentals to younger boys by illustrating to them in class how John Doe, the high school star athlete, executes his fundamentals in high school competition. In this type of motivation no one should handle the ball except the instructor who demonstrates the play. The entire class goes through the fundamental exercises as a form of calisthenics. This should not seriously affect the value of exercise as a basketball drill. All members of the class should execute the same fundamentals until each type of play, both on offense and defense, has been fairly well mastered. You see, it is sort of teaching shadow basketball to immature youngsters before permitting them to handle the ball. By watching the coach and instructor demonstrate the play with the ball and then by being directed to go slowly through the mechanics without the ball, junior high school boys will acquire the correct fundamentals of basketball before they reach senior high school. Then after the boys have acquired these skills so necessary to execute the fundamentals, the coach may permit the boys to handle the ball. The next step is to teach the fundamentals through competition. When one boy has an opportunity to beat the other fellow, the boy sharpens his play through competitive zeal. Free throwing contests and field goal shooting contests can be easily arranged which gives the boy his competitive game thrill without the physical wear and tear that comes in too much scrimmage. Many adults get a great thrill out of seeing tiny youngsters play a full game of football or basketball. But very few physical educators who have developed their research along these lines will approve such contests.

Plumley--Well, then you think that as yet physical education has not outlined the proper physical game activities for the junior high school youngster.

Allen -- Well, at least their theories have not all been accepted. Remember, Jay these little fellows just want to play. It is not necessary to develop a few youngsters with super skills at this tender age. It is more apt to make the too highly skilled boys more neurotic than it is to benefit them.

Plumley--Well, Coach Allen, your basketball season is flush upon you, isn't it?

Allen -- Yes, Coach Plumley, and the same for you. You have a game tomorrow night at 7:30, do you not?

Plumley--Yes, and you have one at the same time and the same place.

Allen -- And the place is Hoch Auditorium, the basketball field house.

Plumley--Yes, you are right. The attraction is the varsity-frosh game, and E. C. Quigley and his soon Heinie are going to officiate.

Allen -- Yes, and the University of Kansas band, under the direction of Russell Wiley, will play.

Plumley--Yes, and the K men of the University will have charge of the entertainment between halves. The girls of the Physical Education department are going to provide the entertainment. Wade Green, president of the K Club, has charge of arrangements.

Allen -- Jay, they tell me that you have a complete starting lineup of freshmen who were members of the National Honor Society in high school. It looks like athletics and intelligence go together on your outfit.

Plumley--Yes, Doc, I have just checked up on the freshmen and I find that twelve men on our freshman squad were members of the high school National Honor Society in their respective high schools. May I ask, is the Athletic Office admitting all the students of the University to this game free?

Allen -- Yes, Jay, if they present their Activity tickets at the door. The general admission is 25¢ for outsiders, and I believe it will be worth every penny of that because both the varsity and the freshmen are looking forward to this game with quite a bit of eagerness. Yes, and I want to tell you about the Bask-o-Lite goal. This is a new goal approved by the rules committee. It is an electric basket and there are three red lights attached to the goal, so when the ball goes through the basket these lights flash on and they add a lot of color to the game.

Plumley--Yes, I think that three red lights would add a lot of color.

Allen -- There is another thrill for those who haven't seen a game this year as yet. They call it tipless basketball. You know, the center tip has been done away with except at the beginning of the game and at the half. When a field goal is scored by one team the opponents get possession of the ball out of bounds and start a fast break down to their own goal. So I would suggest that you admonish the basketball fans to be on hand for this varsity-frosh battle. A lot of claims are made for the boys on both sides. The varsity know that they have a tough job on their hands with those sterling freshmen.

Plumley--Yes, and the freshmen certainly respect the varsity because they have been watching some of their scrimmages. Your boys have a lot more experience and training than our boys, but every one of those freshmen is eager for the fray.

Allen -- Well, that is the fun of it, Jay. That is why we play - just for the fun of it. After all, it is all in the family. This game is intended to make better basketball players out of the varsity and eventually better varsity men out of the frosh.

Plumley--Well, good luck, Doc. We'll see you in church at 7:30 tomorrow night.

Allen -- All right, Jay, I'll be right there on the front row.

RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH
May 5, 1938
"A Busy Dean Looks at Physical Education"

Allen: Perhaps you should ask me this question, Dean Lawson, - but with the College of Liberal Arts and Sciences so recently approving for credit toward graduation such a fulsome program in physical education courses for both men and women - such as History and Principles of Physical Education, First Aid, Theory of the Dance, Principles of Community Recreation, Problems in Intramural Sports, Kinesiology, Football, Basketball, Track and Field, Theory of Swimming, Theory of Athletics, Officiating, Tests and Measurements in Physical Education, Treatment of Athletic Injuries, Organization and Administration of Physical Education, Physical Examination and Prescription of Exercise -- all these, in addition to numerous physical activity skill courses - I should like to ask your viewpoint on the future of the teachers in physical education. Of course, I should naturally expect you to speak of the dynamics of teacher personality, and the place this teacher would have in the social life as well as the academic life of the school. Would not this teacher have as much influence as any teacher on the faculty if he does his job well?

Lawson: Every teacher who is a master of his subject and of the art of teaching exerts a principal influence in building character and personality. The teacher of physical education is in no way an exception to this rule. In fact, because of the natural interest in his subject in the part of all boys and girls, and all normal men and women, I fully believe the teacher of physical education has a better than average chance to influence both his colleagues and his students. By the way, Dr. Allen, you have attended the state, sectional and national meetings of the health and physical education associations this spring. What significant things impressed you there?

Allen: Well, Dean Lawson, our national convention of the American Association for Health and Physical Education at Atlanta, Georgia, held on April 20 to 23, was in two senses a pioneer event in the history of the association. It marked the first time in 43 years that the organization has travelled into the far South for its annual meeting, and it was also the first convention of the reorganized and enlarged Association for Health and Physical Education. With the development of our three divisions -- health educators, physical educators, and recreation workers will now have a unique opportunity to join forces with academic educators for a four-square program of efficient education.

Lawson: Yes, but how do you explain the integrating elements of your so-called new program of physical education to make it harmonize with present conceptions of education in our schools?

Allen: Well, Dean Lawson, I should say that the new education recognizes physical education and undertakes to educate the whole-child-in-his-environment by turning to physical education with the recognition that it has great opportunities to be educationally superior to the old traditional academic curriculum. Whether it is or not depends on the insight and understanding of our profession in seeing the areas of educational superiority in our program. Physical education is an activity program. It is made of the stuff of child interests and purposes: play, rhythm, individual stunts, camping, canoeing, dramatic play and pageants. The leaders can see and answer the child's perplexities and fears about himself: how to be attractive, how to make friends, how to dance, how to act at parties, how to have a good complexion, how to gain and to lose weight -- these are all problems that are answered by an efficient recreation engineer. Further, I might add that it recognizes the whole child and his environment as a unit in behavior (feeling, physiology, motor skills, values) - is in a game reacting to others in that game and the pattern of the game itself.

Lawson: Then your idea of this type of program is that the emphasis is placed on being happy and enjoying one's self and in developing not only powers, but in enlarging the areas of individual and social enjoyment. In short, do you feel that modern physical education will make not only better bodies, but happier and better lives which will be enriched in personal living and fit more efficiently and happily into everyday life?

Allen: Yes, that is true, Dean Lawson. Physical education is, in the main, led by young, vigorous, attractive people who are themselves active and happy individuals. It has large units of experience to offer the child, such as play days, pageants, dance dramas, winter sports, carnivals, May days, camping and outing trips, in which much more than a skill is involved as an outcome. It is related to a growing social philosophy that play is part of the <u>good life</u> and should be made available for all people.

Lawson: But, Dr. Allen, are coaches or those in charge of physical education in high schools and colleges really concerned about a physical education program in which students participate because they like to play for the fun of it or for the physical gains involved, or are they thinking solely about building winning teams or teams which show up well in competition? Are they concerned with or interested in the all-round education of students?

Allen: Look at the trend during the past 25 years. Now the coaches are getting into the spirit of teaching, and all coaches will soon be teachers and we shall not have just the highly specialized coach (unless it would be in the universities), but in the high school the coaches will take part in academics because they will be educators. They will be teachers utilizing their personality and prowess in teaching youth, rather than thinking only in terms of coaching competitive teams.

Lawson: Well, Dr. Allen, of course you are teaching a competitive sport, and you naturally want to win - and you have won far more than your share. But in doing so I want to know if your boys have enjoyed playing, or if they have had to sacrifice this to the necessity of winning. I have wondered sometimes, too, if you have not had to demand too much of your boys in excessive physical strains and in excessive time for practice at the expense of other school work and social obligations. And there are some people who question whether competitive sports build character as much as you feel they do.

Allen: Dean Lawson, in all of my teaching of basketball, my paramount interest has been the building of morale, and you cannot build morale unless you teach education fundamentally. Those fundamentals are loyalty to the institution, loyalty to the group, self-abstinence from the things that injure the body machine. I often tell my players what Maude Royden, the great English sociologist, once said: "You cannot break Nature's laws, but you can break yourself against Nature's laws." Of course, we first learn fundamentals, and the fundamentals of basketball are comparable to the fundamentals of living. One must have a buoyant, adventurous spirit to attack any problem. Such spirit gives poise for doing a thing superbly. This ability, our modern culture prizes. These modern skills executed in an exceptional way will give the individual an opportunity under trained leadership to see and to appreciate both his own unique physical strength and weaknesses, and gives him a method whereby he can plan to use this knowledge throughout life.

Lawson: Well, Dr. Allen, in reply to that I want to say something you don't know I'm going to say. I am glad to state that in my judgment you have been tremendously successful in doing what you say is your chief aim in teaching basketball - namely, to build character. In spite of the time your boys must put on basketball to win the continuous championships they do, I am proud to note that by and large they are good students, and the grades of your squads are something you may take pride in, in addition to their championships. Besides, I am proud of the standards of personal behavior and social responsibility which your teams down through the years have possessed. I have learned by personal contact, in a number of individual cases, that you have taught your boys that the way to solve life's difficulties is not to run away from them but to look them in the eye and face them. Consequently, you have been able to help boys not only to win an uphill fight in a championship race, but also have made some of these same boys determined to win an uphill fight when scholastic and financial and personal problems have seemed too great.

Allen: Thank you very much, Dean Lawson. This last statement of yours was wholly a surprise to me. However, I do want you to know that I genuinely appreciate your remarks. I want you to know that I learn as much from my boys, perhaps, as I endeavor to teach them. An incident came up in our championship game with Oklahoma at Norman this past season that I shall never forget. Sylvester Schmidt, honor student and our co-captain, was assigned the job of beating

Oklahoma's fast men back to the defensive basket after Oklahoma had gained possession of the ball. Oklahoma plays a three-lane rush with a hurricane finish. At the half, Oklahoma was leading us 18 to 16, and Schmitty had been unable physically to drive his body to the appointed place in time to stop the Oklahoma rush. During the intermission between halves I placed my hand on Schmitty's shoulder and said, "Schmitty, you just can't do it, can you?" Sylvester said, "No, sir, Doc, it seems like I can't make it there fast enough." I said, "Bless you, my boy, you've got nerve enough to admit that although you have tried you just couldn't make the assignment. Schmitty, I am going to take you out and I'm going to put Don Ebling in your place." Then I said, "Don Ebling, can you do it?" and he said, "I think I can". I said, "You think you can - you've got to do it. We are behind now because Schmitty couldn't do it, and you have got to do it." The second half of the game started, and what do you think I saw and heard? Sylvester Schmidt sat on the Kansas bench screaming and shouting, "Come on Ebling, come on Ebling!" Sylvester Schmidt taught me something. He taught me to cheer for the man who takes my place. I say that in a great game of competitive athletics leaders are born in emergencies, and Sylvester Schmidt was not only a great leader but he was a loyal follower in an unusual situation. If boys train, the fundamentals of citizenship burst out in unexpected moments that exalt this game far beyond the imagination of people who some times do not know the inside of many tense situations.

Lawson: If we can train physical education teachers, as I'm sure we can, who through their teaching strive to develop men and women strong in body, mind and spirit, who know their subject thoroughly and in addition are intellectual and spiritual citizens of the main areas of human knowledge, who themselves thrill to the privilege of facing life's work and conflicts and can develop such an attitude in their students, then I'm sure the teacher of physical education will have a large and dignified place in any school system, and perform a service in that system second to none in value.

RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH
May 12, 1938

"The future of Physical Education as a Vocation For the College Girl"

The late Dr. R. Tait McKenzie said - "As we watch the annual tide of American youth moving out of the colleges ready to take the places of veterans who have fallen out of the older ranks, it is natural that we should ask ourselves what kind of boy and girl our melting pot is producing and whether the type is changing. One year's graduating class may not seem much different from the class of the year before, yet we cannot help noticing that the typical graduate of today is not merely a reincarnation of his or her predecessor of ten, twenty, or more years ago." - but is a decided improvement over the older generation. Never before have as many young women sought careers as are seeking them today. Ninety thousand new teachers come each year to our public schools. Once in from eight to twelve years the personnel of our one million of teaching force changes. Women comprise the larger group of our teachers today. Hence it is perfectly natural for the career girl to think of the new physical education as a goal for her career.

We have been experiencing in large doses two kinds of leisure, "forced leisure" which comes as the result of unemployment; and "earned leisure", which comes at the end of the day, or at the end of the week, or during vacation, or upon retirment from work. With the shortening of the working day and the working week, we shall undoubtedly have more and more of the earned leisure. Never has there been so much talk about leisure. Personally most of us are probably concerned more with the earned leisure but educationally we cannot escape the problems and the opportunities of leisure in some form or another.

What a nation or an individual does with their leisure time determines the character of the one involved. So leisure and how we spend it becomes of paramount importance to us educationally and morally. It concerns not only the individual but the home, and the community, the church, the government, the

school and the college.

It is therefore our responsibility to help educate the child and adult to enjoy his leisure intelligently and with satisfaction to himself and to the community. As one agency we must help give him tools with which to enjoy it wisely- sports, games, rythmic activities, hobbies, outing activities, etc. But still more important is our responsibility of trying to develop within individuals a philosophy or a point of view toward leisure and re-creation, or giving them principles and standards which will guide them in their choice of leisure time activities.

H. G. Wells, in a discourse a short while ago, remarked, "I doubt if our common man will bore himself with sport as his predecessor does at the present time. That is a passing phase due to the onset of unforseen leisure. Our common citizen still will be a marker, but neither a toiler nor a slave". In the past we have educated people for a working world. Now we must reeducate people for a world with leisure. Will physical education pass from being a "fad" or a "frill" to being a fundamental of education?

Young life is first to plumb the depths of human emotions and actions. Where is our emphasis in education going to be? Upon men and women or upon subject matter? Upon situations or upon curricula? "Under the urge of self-preservation, we begin to think." Dwindling budgets made it necessary for educators to justify their programs to legislators, to boards of education, to city politicians and to college trustees. Education became introspective and was shocked at the sight it saw.

Since the depression, physical educators as a group have probably done more creative and original thinking than was ever done by a like group heretofore. We are now constantly hearing the profession talk more in terms of social philosophy, principles and standards, aims and objectives, as a basis for curricula. We are hearing more about program content, individual difference, goals,

outcomes, criticia etc. Physical education has become one of the instruments for keeping the nation sane; it has become one of the balance wheels of civilization.

Last month in Atlanta, Georgia at the 43rd Annual National Convention of the Health and Physical Education Association, Dr. Herbert Stack of Columbia University stated that safety measures of all descriptions in the future would be taught by the department of physical education in the schools. Dr. Jay B. Nash of New York University also stated that in the near future every city and town will soon have their Boards of Recreation in addition to their Boards of Education for the employment of Recreation Engineers.

The dynamics of teacher personality will be as important as it is today. I would emphasize that the future of physical education as a vocation for the college girl is especially bright. Haig Patigian, sculptor, in his studio in San Francisco has reproduced the thing that we hope for American women- a type of physical ruggedness with an intellect alert and yet at ease. The bust is of Helen Wills called "Helen of California". A western magazine commenting on his work says, "There is a new type of beauty abroad in the land. Her beauty is something more than candy box prettiness, for it rises 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".

Agnes R. Wayman, Associate Professor of Physical Education at Barnard College Columbia University says that a girl has poise and is physically educated when

she measures up to these ten points:

1. Do you know your own strength and weaknesses, your own potentialities?

2. Are your body mechanics good in so far as it lies within your power of accomplishment?

3. Do you know the food needs rest needs, and the activity needs of your body?

4. Have you certain neuromuscular skills for use for pleasure, for relaxation, for safety?

5. Do you know how to live so as to function at your optimum as well as at your maximum?

6. Have you at your command the necessary facts regarding your body and its functioning and can you supply these facts?

7. Have you valuable knowledge regarding sports and games and physical activities: knowledge of values as well as knowledge of rules and techniques?

8. Have you formed certain mental, physical, and emotional habits which will enrich your living?

9. Have you acquired the proper constructive attitudes toward play, health, recreation, relaxation, sportsmanship, and human relationships?

10. Have you acquired certain apprecations of those; also of music, art, and of social relationships which will make for finer living.

RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH
May 19, 1938

"Physical Education for Women"

Baker: Miss Hoover, I have been hearing a great deal about the new major physical education curriculum which was set up in the School of Education last year. I have really heard more about it from the standpoint of the men's coaching school instead of from the women's view point. Did that new set-up affect the women's curriculum in any way?

Hoover: Yes, Ruth, the women's curriculum was revised also, and we believe we have one of the best courses for the training of physical education teachers.

Baker: I am interested in attending K. U. next year, majoring in physical education, and I would like to know the general requirements which I would have to meet.

Hoover: The general requirements, Ruth, are made with the idea of giving each girl a general knowledge of arts and sciences as well as a professional knowledge of her major subject - physical education. These are the high school and general requirements -- 3 years of English, 2 years of physical science or mathematics, 2 years of biological science, and 2 years of social science. If these have not been met in high school, and not all of them can be, they must be taken in the University.

Baker: Are there any specific general courses which must be taken at the University?

Hoover: Yes, Ruth. A girl must have 5 hours of rhetoric, 2 hours of English literature, a 5 hour course in social science and the same in history or economics, zoology, psychology, human anatomy, and a 2 hour course in speech.

Baker: Since I wish to teach physical education what educational courses must I take to get my teachers certificate?

Hoover: You must have 19 hours of education, Ruth, 4 hours of which are practice teaching. These courses, as you can understand, are very important for they give the teacher an insight into the needs and methods of handling students and ways of presenting materials to those students.

Baker: How many hours must I have for graduation?

Hoover: You must have 124 hours for graduation, Ruth. At least 30 of these must be in physical education; 19 hours of education, and 20 hours in a minor. Too often, particularly in Kansas, the schools are unable to afford an instructor who teaches physical education alone. This minor makes it possible for the physical education instructor to teach another subject. We only hope that before long the legislature of Kansas will pass more stringent laws governing the requirement of physical education in all the schools, then our majors will teach only physical education. During the war 8 states enacted laws for state-wide physical education. In 1923, 20 additional states followed. Today, Kansas is one of the very few states that does not have such a law.

Baker: Is the physical education major a particularly difficult course?

Hoover: I wish I could have the girls, themselves, here to answer that for you, Ruth. I am sure they would say that it is certainly not a snap course, nor is it an unfair one. They resent the insinuation that is so often made, that physical education is an easy course. This course requires not only mental ability but physical coordination and stamina as well. The strain on a physical education teacher is more, I believe, than on any other teacher for she must not only know her material, and be able to present it, but she must be able to instill enthusiasm into her students and be physically able to be active for at least 6 hours a day.

Baker: How do the facilities and equipment of your department compare with those of other schools?

Hoover: We have an excellent out-of-doors set-up, Ruth, with our hockey field, tennis courts, baseball diamond, horseshoes, volley ball, deck tennis and handball courts. Our gymnasium, built in 1906, and accomodating both the men and women, is woefully inadequate. The women are working toward a new Woman's Building, all their own with two gym floors, a dance studio, a swimming pool, a corrective room, bowling alleys, lounge, kitchenette and all the modern equipment. I have the drawings of the plans in my office, and I would like to have you stop in and see them.

Baker: That will be wonderful, to have a building for the women alone and to have such a wonderful one. But what openings are there for me after I have my degree in physical education?

Hoover: The opportunities for women are manifold in the physical education profession. The most strategic of which is the elementary physical education teacher. In her hands is the development of the character of hundreds and hundreds of children. Paramount with the responsibility of the elementary teacher is the secondary school physical education teacher. During the adolescent period, the girl is most susceptible to suggestion and leadership. These two teachers accept immeasurable responsibility in the molding of the future citizens.

The field of supervision is open for many. Large cities and communities require the supervision of the physical educational work in the elementary schools. Funds are often insufficient for physical education teachers for the grades and the supervisor in cooperation with grade teacher directs the physical activities to the best advantages. In secondary schools of small communities the position of physical education teacher in connection with other school subjects is necessary.

Baker: I do not feel I could handle very young children, particularly well. What are the opportunities for teaching older students?

Hoover: Advancing in the educational scale to the older youths, opportunities are offered for physical instructors and directors in colleges and universities to further inculcate the ideals and habits of rightful living. The standards of athletics for the women are doing away with the "coach" as such, who is very prominent in men's athletics. Women are attempting to eliminate some of the evils that have developed in men's intercollegiate competition. Through the development of Play Days and intramurals in which the idea of competition for the masses and play for play's sake substitutes that of training the few for always winning. The coach, as such, is not desired. The coach must be an educator, instead of a coach. In the field of administration many positions are open to both men and women. In the large cities, and in many of the county and state departments, administrators control the destiny of physical education. It is a wonderful opportunity, needing extensive educational and technical training. Playgrounds must be arranged through authorities, standards formed, training courses arranged - that is the work of administrators. Obviously it is unnecessary to stress the need of leadership and the opportunities offered in community recreation, especially the large cities and communities. Many types of positions are opened in this field; those of playground director, playground instructor, community and recreation center director and instructor, Y.W.C.A. and like organizations director, club director and instructor, camp director and councillor. The large cities are constantly demanding the combination of the organizations of the park and playground systems of the city with the educational recreational facilities of the school under the direction of one individual.

Baker: Do physical education teachers have an opportunity for positions in the summer?

Hoover: The playground director and instructor finds a field for her work in both the large city and the small village, although it is much more highly organized in the cities. The community recreation center house in connection with playgrounds offers opportunities for the recreation life of adults as well as children, providing for both winter and summer. It has been proven that the most common and appropriate meeting ground of casts and classes is on the community playground and recreational center. The camp is meeting a great need for children, especially those who are situated in large cities and do not have the means of getting out into the great open spaces. Camps sponsored by many organizations such as the Y.W.C.A., the Girl Scouts, the Camp Fire, private individuals, Rotarians, Kiwanis and many others offer opportunities for trained leaders, and a pleasant summer position for the school physical education teacher. Club organizations, the Girl Scouts, Girl Reserves, Camp Fire and others are extending to a great number of communities, and are offering opportunities for leaders in small communities, the district and state depending on the ability of national administrative work.

Baker: I have been interested in the work which Dr. Francisco has done for the physically defective children of Lawrence in his free clinics. Does a physical education major have any training which enables her to detect these defects and then correct them?

Hoover: Physical education offers positions in the field of specialization; that of corrective and physiotherapy. Many of these positions are unfilled because of the lack of trained leaders. The school teacher working in connection with the school nurse and doctor does much to ameliorate or entirely correct many of these physical defects, but others need the attention of specialists. Hospitals and special schools need the physiotherapist aid in their work of reconstruction. The separation of the departments of health

and physical education in many states is offering positions for the individual trained mainly for health as a teacher, supervisor, or administrator. The field in which, at the present time, there are the fewest of workers is that of research. If physical education is to advance as rapidly as other phases of education attention must be given to research. Physical education is very complex, it uses biology, chemistry, psychology, and education as its tools. The researchers must be trained in all of these lines. Physical education is a science, not solely a practical study. There is a place for the theorist and the experimentor as well as the practical man. The physical education research student needs the same scientifically trained basis as other experimenters. In time, this field should have its theorists who are known by their productive studies of research, and from whose guidance will come the accumulation and sorting of a large body of facts that will lend themselves to formulation of new laws and principles which will solidify the claims to physical education as a science. Physical education, today, needs trained leaders, and upon them depends the success of their profession.