

Many coaches and rule-makers of basketball have always decried so many out-of-bounds plays in a basketball game. Under the new rules, innumerable out-of-bounds plays have been added. There are just as many more out-of-bounds plays now as there were field goals and free throws heretofore.

From the desk of—
DR. F. C. ALLEN

"Spectators are more thrilled
by suspense rather than by action.
There are two situations in the
game - one when the ball
has left the player's hands,
aimed for the basket - -
would he make it? and the
other was when the ball
was tossed up at center
between two well matched
players. Which team
would recover the
ball after the tip off."

1. What do you mean by Physical Education.
2. What do you mean by development
3. What parts of man should be developed.
4. Where does basketball fit in.
5. What does basketball develop
6. Is skill development not sufficient
7. What harm is there in developing skill.
8. What are objections to interscholastic contests for Jr H. ✓
9. What should be stressed in teaching basketball to Jr.H. ✓
10. Do you think that the elimination of the center jump makes the game too severe ✓
11. Is the game not faster today than previously ✓
12. Has it not increased the playing time. of the game. ✓
13. Why did the coaches favor its elimination. ✓
14. Was it for the sake of the spectators or of the coaches. ✓
15. Has it limited the variety of the game. ✓
16. Is time taken out when a goal is made. ✓
17. Should the ball remain in the basket.
18. What do spectators want. action and scoring
19. How can we give it to them in basketball.
20. What changes would you suggest.
21. Has the offense too great an advantage.
22. You would advocate permitting body checking.
23. Why.

Basketball Without the Center Jump

Arguments on both sides of this question are many and convincing, with the result that I am unable to decide for certain which way I prefer the game.

On the side of returning to the center jumps are the facts that:

- (1) the game has been made dangerously strenuous, and
- (2) a good deal of color has been lost ~~in~~ ^{from} the game.

The first reason is by far the most important, for here we are concerned not with ~~the~~ temporary injuries to some of the players, but instead possible permanent injury to ~~most~~ ^{many} of the players. Injuries such as twisted knees, charleyhorses, etc. are only occasional and are usually short lived, but the strenuous pace of the present game exposes all the players to certain ills. (Heart trouble ^{kidney trouble} and a general breakdown in health, I imagine.) This is particularly true of high schools and small colleges. Large universities are not ~~concerned so much~~ ^{so liable to these dangers as}.

With regard to color, the elimination of the center jump ^{put} has ~~made~~ games on much the same ~~terms~~ ^{terms} as scrimmages. The only difference is that you are playing outside competition instead of your teammates. Just score and let the other team throw the ball in, like kids always used to do in sandlot games. No formality/ or uncertainty.

On the other side of the fence I can see the following facts: lessened.

- (1) the freakishly tall player's worth has been ~~lost~~
- (2) the vicious contact work around the center jump is gone with the elimination of that play.
- (3) the game is faster ~~and there is~~ ^{and there is} more scoring.

Beanpole centers are nowheres near as valuable to their teams as they were before. Although the tall man still can get rebounds and tip the ball in or bat it away from the basket, he can no longer

The K.U. NEWS BUREAU

W. A. DILL, *Director*

UNIVERSITY OF KANSAS, LAWRENCE

get the ball for his team in the manner he formerly did. Before, he stood a strong chance of getting the ball for his team after every goal. The team with the smaller center usually started with a virtual handicap of 8 or 10 points. Although the shorter team may steal the ball, it cannot do this very often against a smart team, which keeps changing the direction of the tip.

Contact around the center circle always chilled me. The vicious way in which players would smack together in attempting to get the ball after it had been tipped, even jolted the spectators and often led to unpleasantness among the players. On jump balls in the present game, possession of the ball is not so important and the players do not spread out as much, thus do not have the running start.

In the Lawrence high-Rosedale game here last week, on the opening tip-off, one of the players went high into the air after the ball and someone else rushing up caught him across the back of the legs. The player lit flat on his back and if his head had hit the floor, he probably would have been knocked unconscious. This sort of thing can happen on other plays too, but with the center jump you have the situation for something of this sort every time.

The matter of centers jumping into their opponents also enters in. I remember Bill Johnson used to take a terrible knocking around this way. Other centers, especially Oklahoma's, would knock Bill clear out of the circle sometimes in their efforts to wear out the Kansas scoring ace. When you begin to get tired, this must hurt.

Because the game is longer, there is more scoring and the game seems to have been speeded up too. Throwing the ball in after a goal seems to get the teams in a running mood. I've never seen two good fast break teams play, so am not qualified to speak on that style of play.

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RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH SERIES

March 24, 1938

"Foils and Foibles"

Announcer This program tonight is concerned with the sport of Fencing. We shall hear an advanced class in fencing practicing the technique under the direction of Mr. Jim Raport, the instructor. We come in on the classroom as Mr. Raport is calling the class roll.

Raport Please answer to your name. Tom Orr (answer); Miss Doris Johnson -- Miss Nellie Hurtgen -- Kalman Oravetz -- William Griswold -- Miss Dorothy Houston -- Otis Perkins -- William Belt -- Brody Shroff --. Now today we are going to have a short discussion after we do some fencing. First, let us have every one pair off with a partner. All of you should be wearing masks to protect your face from possible injury. Now, take your on guard position. All right - Fence!

(Clash of blades)

Oravetz Mr. Raport, is my position correct?

Raport Well, be sure, Oravetz, that the heels of your feet are about 12 to 18 inches apart and that the right foot is pointing in the direction of the intended step. Both knees should be bent. The whole position should insure good balance. Miss Hurtgen, you aren't taking a straight lunge. Remember, the tip of your foil must touch on the body between the waist and neck in order to secure a good touch. Tom Orr, why do you hold your left leg bent so much more than the right leg?

Orr I believe it is a little easier for me to maintain my balance this way. Then I find that if I keep my left leg 'cocked' like some people cock the trigger of a gun to shoot quickly that I can lunge much quicker.

Raport That's a good idea, Tom.

Shroff Mr. Raport, what seems to be wrong with my attack?

Raport Now, Brody, you're still lax about your posture. Always keep in mind that your actual body posture in fencing, as in every other thing you do, reflects your mental posture. A lackadaisical fencing form usually means a slipshod fencer. So please watch yourself, Shroff.

Perkins Belt, you lunge at me and let me try to parry that lunge.

Belt All right, Perkins, here goes.

Raport Hold up, everyone. Put your foils down and take off your face protection. I'd like to spend the remainder of the time on a general discussion of fencing. Let's hear from the ladies first. Miss Hurtgen why are you taking fencing?

Hurtgen Well, for two reasons. I enjoy fencing. It's a sport that I can indulge in and get a lot of fun from it. Also, it adds something new to my knowledge.

Raport Quite true. Well, what about you, Kalman Oravetz?

Oravetz I guess I agree with Miss Hurtgen. But I'd like to add that I believe fencing as a sport or game is a good way of satisfying the desire for competition. It's universal.

Belt That makes me think of an article I read recently.

Orr What was it about, Belt?

Belt Well, the gist of the article was to the effect that if a person could fence, play chess, ride horseback and enjoy food he would be able to get along in most any country of the world.

Johnson That's interesting. I can eat and fence; all I need now is to learn to play chess and ride horseback.

Orr I believe Doris Johnson could get a long even without the chess game. What do you think, Shroff?

Shroff You bet!

Raport Enough said! Now, to get back to the original question. Miss Dorothy Houston, what are your reasons for fencing?

Houston I enjoy the game because it is an invigorating form of recreative sport. It also allows for a pleasant way of meeting people.

Orr May I interrupt?

Houston Yes, Mr. Orr.

Orr You said that fencing was a n invigorating sport, and I quite agree with you. Well, you remember Miss Swafford of the K.U. women's fencing team in defeating Miss Charvat, of the University of Kansas City, last Saturday fenced for almost 12 continuous minutes. Quite a workout!

Perkins Talking about the fencing team recalls an article I read about the K.U. Fencing Team being undefeated in three years of competition. Is that right, Mr. Raport?

Raport Yes, Perkins, that's right. As you probably know, the University of Kansas Fencing Team is sponsored by the Department of Physical Education, which is under the chairmanship of Dr. F. C. Allen. Dr. Allen has been very friendly to fencing and with his encouragement we have gone ahead with our fencing program. Yes, We've been fortunate in remaining undefeated against such teams as the University of Missouri, Wichita University, Kansas City Y.M.C.A., Rockhill Fencing Club, Heart

of America Championship team, and the University of Kansas City. We hope we can continue successfully.

Oravetz When do you have the next team bout, Mr. Raport, and with whom?

Raport Next Saturday afternoon, at 2 o'clock, the University of Kansas Fencing Team will go against the Kansas City University team at Kansas City.

Johnson What about the women, Mr. Raport? Do they have a team?

Raport The University of Kansas, Miss Johnson, has for some years been trying to arrange for actual women's competition as a team. However, I have been unable to find any school or institution in the Missouri Valley who had womens' fencing teams until the University of Kansas City developed fencing. Last Saturday we pitted a womens fencing team from K.U. against one from K.C.U. in conjunction with the men's matches. The two womens teams fenced to a tie. This was the first time that women fencers met as a team in the Missouri Valley. We hope it can be made a permanent thing. Mr. Orr here fenced last Saturday against the K.C.U. team. What did you think of the match, Tom?

Orr Of course I enjoyed all the bouts, since I like fencing. But the most interesting thing to me was the left-handed fencer I fenced against. That was the first time I'd ever met a good left-handed fencer, and for a while he had me stumped.

Houston I read in the reports that you defeated him.

Orr Yes, and I was glad he was the only left-hander.

Hurtgen Mr. Raport, I noticed in our University paper that we have a fencing club. What is it?

Raport The Fencing Club, like the Fencing Team, is sponsored by the Department of Physical Education. The general purpose of the club, as you can readily surmise, from the name, is to fence. However, the fencing game in itself is only part of the broader scope of the club. In a way it attempts to promote friendship and wholesome companionship among the men and women fencers or those interested in fencing here at the University. Since the general idea of all education is to help us to live better, then the promotion of wholesome social contacts through the medium of the fencing allows the University Fencing Club to perform an important function for the students. Now, you will ask how we try to do all this. Maybe I'd better let Kalman Oravetz, secretary of the K. U. Fencing Club, explain that to you.

Oravetz We meet twice a week. All university people may visit and learn to fence. The more advanced students are always glad to help the newcomers. Within the organization there are ranks, depending on the fencing ability of the individual, to which the fencer may be promoted. During the semester we hold all-school fencing tournaments which provides entertainment for the spectators and an opportunity to fence for

the beginners who are interested. At these tournaments both the spectators and the contestants are served refreshments. We have found that everyone likes to eat. Too, it gives those people who have little chance to compete in other forms of activity a chance to satisfy themselves. All this may be summed up in the increased fencing knowledge accruing to the individuals who watch and those who compete. All in all, we have a swell time and meet mighty fine people, and that's what counts, I think.

Johnson That sounds very interesting. I hope I'll be able to join. Are there any dues?

Orr As president of the club, may I have the floor?

Raport Go right ahead, Orr.

Orr That must have been an oversight on Kalman's part not to mention the dues, or were you avoiding the subject, Kalman? Anyway, dues are \$1.00 a year. There are no other assessments for the picnics, parties and tournaments. Probably the best \$1.00 investment anyone interested in fencing can make.

Raport Tom, it sounds like you're out for something.

Orr You're right, Mr. Raport.

Raport Well, I hope these people here will join the K.U. Fencing Club. Incidentally, talking about entertainment, I remember once when a young married couple who were attending K. U. fenced an exhibition match at a Fencing Club tournament. The female contingent were very strong for the wife, and the men cheered the husband.

Perkins Who won?

Shroff I'll bet the husband won.

Belt If he did he probably had to do the dishes.

Perkins Who did win?

Raport Sorry to let you fellows down, but the wife won.

Girls Wheeee!

Houston I guess we women can handle the men at fencing.

Shroff I'll challenge any of the girls in the class to a bout right now.

Johnson I accept.

Orr This is going to be something. We'll judge, two girls and two boys, and Mr. Raport act as referee.

Raport All right. Ready, Miss Johnson? Ready, Shroff? Cross foils! Fence!

RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH SERIES

March 17, 1938

"The Kansas Health and Physical Education Association"

- Allen Mr. Kauffman, or may I say Earl Kauffman, we appreciate your coming down from Washburn College tonight to collaborate with us in our Physical Education for Health program. May I ask, Earl, how long you have been at Washburn College as head of the department of Physical Education?
- Kauffman This is my ninth year at Washburn. However, it doesn't seem that long.
- Allen You are right at that, but I have seen you for a number of years at Washburn College when we have visited there or when we have competed in our athletic contests. I do not believe I have ever been at Washburn but what I have seen you very much on the job. In what school did you receive your training in physical education, Earl, and when did you graduate?
- Kauffman Well, I did my undergraduate work at the University of Illinois, and I graduated in 1929. For my graduate work I went to New York University.
- Allen In addition to your work as director of physical education you handle the intramurals and the professional training in physical education, do you not?
- Kauffman Yes, these are my principal responsibilities. I also serve as trainer of the football team and as Supervisor of Recreation of Shawnee County.
- Allen As president of the Kansas Health and Physical Education Association I especially desired to have you here tonight, Mr. Kauffman, to have you tell us something about that organization. All of the physical educators and coaches in the state of Kansas are planning to go to Pittsburg Friday and Saturday of next week, March 25 and 26, not only to do honor to President W. A. Brandenburg, who is celebrating the silver anniversary of his administration of the Kansas State Teachers College at Pittsburg, but particularly many of the earnest young men and women students in physical education at Wichita University, Kansas State Agricultural College, Washburn College, and the University of Kansas will assemble in Pittsburg to learn the newer trends in physical education.
- Kauffman Well, this is as it should be. Progressive physical education takes the live-wire individual to keep it in the foreground. Only a short while ago we swung from the old formal Swedish and German ideas to the informal recreational and free play idea. Today the pendulum is slowly swinging back, but it is swinging forward, also. I would just like to reiterate that the purpose of our Kansas Health and Physical Education Association is (1) to bring together the people who are interested in physical education, health, recreation, and safety education and athletics; (2) to focus attention upon (a) the need for safe living;

(b) the importance of a balanced emotional life; (c) the value of athletics in terms of better living; (d) the integrating of the health and physical education program into the regular class schedule.

Allen Well, that is all very interesting, Mr. Kauffman. My, how time flies! To think it was back in 1928 the Kansas Health and Physical Education Association was organized at a meeting of the Physical Education Round Table of the Kansas State Teachers Association, at Manhattan, Kansas. I have previously mentioned that you are president of the association this year, and of course the president has the answer for everything. And when we speak of organizing we always want to know about the pioneers who founded the organization. Since the Kansas Health and Physical Education Association is in its adolescence, won't you please give us a sketch of a few of the pioneers who made this fast-growing organization an assured success?

Kauffman Well, Dr. Allen, to mention only a few of the pioneers in the Kansas Health and Physical Education Association I could name Strong Hinman, supervisor of Physical Education at Wichita; L. P. Washburn, director of Physical Education at Kansas State College, Manhattan; L. P. Dittmore, supervisor of Physical Education at Topeka; Miss Irma Gene Nevins, director of Physical Education at the Kansas State Teachers College at Pittsburg; and Merle Henre, supervisor of Physical Education in Kansas City, Kansas. Some of the early officers of the state association later held important positions in district and national organizations. Strong Hinman has been president of the American Physical Education Association, and L. P. Washburn is now secretary of the Central District. Our state association has representation in both district and national councils.

Allen Well, thank you, Mr. Kauffman. I feel that the objectives of the association, as expressed in the constitution and by-laws, are very much worth while, and include these very salient points, namely: To awaken a wide and intelligent interest in health and physical education; to acquire knowledge concerning health and physical education; to encourage the training of teachers for this field; and to secure adequate programs for the children of Kansas. By the way, Mr. Kauffman, how many members are there in our organization?

Kauffman We now have well over 200 members, Dr. Allen. Ever since its birth the Kansas Health and Physical Education Association has had a steady increase in growth and influence. There were approximately 30 members in the association when it was first organized.

Allen That is indeed interesting, Mr. Kauffman, and we are encouraged by this growth of membership. Now, please tell us something about the growth of this organization.

Kauffman The first meetings of the state association were held in connection with the Round Tables of the Kansas State Teachers Association. Later we held our meetings in conjunction with the Council of Administration. However, three years ago we broke away from other ties and inaugurated the policy of holding our own convention. This convention is held each

spring in some city in Kansas. We have met in Manhattan and Wichita, and this year on March 25 and 26 we have our convention in Pittsburg, Kansas.

Allen Have you completely abandoned the Round Table meetings, now that the association holds its own state convention?

Kauffman No, Dr. Allen, in addition to the state convention we still maintain our Round Table meetings in the fall.

Allen Mr. Kauffman, do you not feel that the Kansas Health and Physical Education Association has contributed materially to the development of physical education in schools in Kansas and toward the establishment of the teaching of physical education as a profession? As you know, we have inaugurated a plan here at the University of Kansas whereby students may take a four-year course, majoring in physical education, and receive the degree of B. S. in Education. These majors in the department are looking toward the teaching of physical education as their profession.

Kauffman Yes, Dr. Allen, there is a growing trend for a more adequate professional training. In addition to your program here, Kansas State College and the Teachers Colleges as well as Washburn, Baker, and others are offering similar work. Referring to your first point, the State Association can point to the following accomplishments: the extension of rural school play days; the requirements that teachers in physical education have certain standards of training in order to teach in Class A high schools; also we have undertaken to bring about a coordination of the efforts of our association and others interested in child welfare, such as the Tuberculosis Association, the Public Health group, and the medical profession. We have undertaken reorganization of the Round Table meetings to make them a more vital part of the Kansas Health and Physical Education Association program.

Allen Well, Mr. Kauffman, that sounds as if the organization is indeed keeping up with the trends in education. Your publicity committee has been very active, also, in carrying on extensive radio programs, and in supplying the newspapers and magazines with articles pertaining to health and physical education. Do you not also publish a bulletin which is distributed to the members of the association?

Kauffman Yes, this bulletin is distributed each month to our members, and to all teachers of physical education once each year. The bulletin includes material written by members of the association, excerpts from papers delivered at meetings and conventions, and news items about the men and women teaching physical education in schools and colleges. In other words, we try in this way to keep our members in touch with the progress of trends in our field. You might be interested, Dr. Allen, to know that our state association has been responsible for bringing speakers of national reputation to Kansas. We have had on our programs Dr. E. H. McCloy, the present president of the American Association for Health and Physical Education, and head of the physical education department at the State University of Iowa; Dr. Harry Scott, director

of physical education at the Rice Institute, Houston, Texas; Mabel Lee, director of physical education at the University of Nebraska, and former president of the national association; and other outstanding leaders.

Allen Yes, Mr. Kauffman, I know Miss Lee very well. She is a sister of Mrs. Theodore Aszman. Dr. Aszman, you know, is minister of the Presbyterian Church here in Lawrence. Miss Lee has just finished a very comprehensive volume on Organization and Administration of Physical Education. Now, back to the state convention, Mr. Kauffman. Several of our faculty are on the program, and a great number of our students who are majoring in the department of Physical Education, plan to attend. This attitude on the part of these physical education majors augurs well for their success. You think well of the program this year, do you not, Mr. Kauffman?

Kauffman Yes, Dr. Allen, I believe this year's program will be perhaps the strongest ever arranged for our association. We are featuring Marion Telford, field secretary for the National Safety Council, who will speak on subjects pertaining to safety education in athletics and physical education. Howard White, technical advisor on recreation for the Works Progress Administration with headquarters in Washington, D.C. will be present to discuss problems pertaining to recreation and leisure. In addition, there will be a number of prominent local people, including your own Dr. Bert Nash from the University of Kansas.

Allen By the way, I have just read Dr. Bert Nash's contribution as guest editor in Bulletin #6, the last issue of the Kansas Health and Physical Education Association convention number. Dr. Nash very definitely ties up the department of mental hygiene and physical education in a way that makes us wonder why this thing has not been done before. But you know, Mr. Kauffman, that is why we have conventions. When people activate themselves in the thing in which they are most interested, then we have the earmarks of progress.

Kauffman However, our convention will not be all work, Dr. Allen. Ample provision has been made for recreation as well as education. On Friday night, following the first general session, we shall be guests of the Pittsburgh Teachers College at an all-school party. At all of the general sessions there will be singing, and of course we haven't forgotten to make provision for eating.

Allen Well, that's fine, Mr. Kauffman. I know everyone will enjoy themselves, both at work and at play. But I want to ask you something about these exhibits of physical education materials. Can you tell us something about that?

Kauffman Yes, Dr. Allen, besides the lectures at the convention, we have arranged an exhibit of physical education materials, of which Mr. Edgar Schmidt, our state director of recreation for WPA, has charge. There will also be demonstrations of physical education activities by the Pittsburgh school children, a demonstration of co-recreation activities by children from the Coffeyville schools, and a demonstration

of the newest methods of teaching reading. There will also be various commercial exhibits, including athletic equipment, text books, etc.

Allen

Well, some of those things certainly do incorporate the newer trends in physical education. And certainly there is a very definite trend toward co-recreation in physical education activities. I mean by that the organization of more recreative classes in which boys and girls play together. This is being done now in our Lawrence public school system. Mr. L. R. "Dad" Perry, and the teacher of the girls at the junior high school each week conduct play days in Central Park for the boys and girls. They play together with a freedom that is most refreshing. I am now speaking about baseball, soft ball, and so forth. The girl pitches, runs bases, hits the ball with an abandon that would put to shame the girl of a decade ago, and some of the girls are expert, too. They whoop and yell on the play field but they are just as lady-like as you please in the hall and in the class room. They have poise, confidence and grace, and the best of it always, they have had fun and they are building their bodies to insure health in later years. I notice one of the most important features of your program, Mr. Kauffman, is this special program arranged for physical education students. These are the prospective teachers in this field, and this program gives them an opportunity to take part in a professional gathering, and to associate with teachers now in the field. Mr. Kauffman, we have been talking a lot about the organization of the state association, and about the convention that is to be held next week, but what about the future of the Kansas Health and Physical Education Association? What are some of the things the association hopes to accomplish?

Kauffman

That is a good question, Dr. Allen. The work of the association is not completed when the convention is over. Some of the things we hope to accomplish are - (1) The securing of a state director of health and physical education; (2) More rigid certification of teachers; (3) Minimum standards for health and physical education programs in the various schools in Kansas; (4) A more comprehensive understanding of the relationship existing between health, physical education and recreation; and (5) A deeper appreciation of the place of the above program in the task of educating children to live in a democracy.

Allen

Thank you, Mr. Kauffman. I will see you and the 200 odd members at Pittsburg next Friday and Saturday week. I am sure it will be a most profitable meeting.

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RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH

February 24, 1938

"Golf and A College Education"

Allen I am pleased to have as my guest tonight Glenn Catman, who has attained national recognition in golf since his graduation from the University of Kansas, and who this spring will coach the Kansas varsity golf team. How do you feel to return to the University as this year's golf coach, Glenn?

Glenn There is no place I would rather be, Doc. I met lots of nice people and saw some grand country this past summer, but K.U. still has an enticing atmosphere.

Allen Glenn, you have come over what some people might call the difficult road. You have had to work your way through high school and college. I remember years ago when you caddied for successful business men here, and it seemed to me that their sportsmanship appealed to you. You naturally desired to emulate those successful big shot business men in their activity recreation hours, as well as their business hours. Those men were college graduates, and you desired to follow in their footsteps. It was pleasurable activity but it required long hours. As a Caddy you had to be very courteous, solicitous, on the job all the time, and it taught you a certain type of patience through the hard grind of things. Don't you think by this patience and courtesy and special talent that a caddy has to possess to serve his employer that he learns a great deal about human nature?

Glenn Yes, Dr. Allen, I believe that caddying is one of the best trainings a boy can follow. There is no place where one's character is better exhibited than when playing golf. The boy who watches the duffers as well as the good players learns concentration and the correct mental attitude for competitive golf. This also helps him in other endeavors. As Grantland Rice once said, "Golf will try the nerves of even the doctors and clergy." I even believe tournament golf the hardest of any game in which to acquire the right mental attitude.

Allen Well, I quite agree with you, Glenn. We won't mention any names, but did you ever play with anybody who threw clubs?

Glenn Yes, I have. Some people lose their temper, even in tournament golf.

Allen Well, Adolph Rupp, one of my old basketball players back on the 1923 ever-victorious team, and now coach at the University of Kentucky, tells a good one. He was playing golf with a fellow on one of those beautiful Kentucky courses, and his business man friend got so angry with his shots that he drove in a water hazard that he picked up his clubs and threw them in the lake, then he threw his golf bag in the lake, and then he picked up his caddy and threw him in the lake!

Glenn Well, there was only one thing left to do then - someone should have thrown him in the lake, too, or he should have jumped in himself.

Allen Well, he did! Now, Glenn, let's mention some of the pioneers in golf in this town. I remember a man for whom you caddied a great deal in your grade school days. He seemed to always select you as his caddy. You seemed to be his favorite. He is one of the pioneers of golf in Lawrence, Kansas, and this gentleman started playing on the first golf links here in Lawrence - on the Mt. Oread campus, the present location of the K.U. golf course. He was one of the founders of the Lawrence Country Club, and is yet one of the most interested and consistent golfers on that course. Won't you tell us who this gentleman is?

Glenn Yes, I believe you mean Mr. Irving Hill.

Allen Certainly. And I remember very well when Mr. Hill called me up, and said, "Say, Allen, we have got to find some sort of a job for Glenn Oatman so he can go on to college. Yes, K.U. He is finishing high school, and that boy wants to go on the hill. It will be necessary for him to have a job." And I said, "That is fine, Mr. Hill. Many of our boys from all over the state want jobs of various sorts so they can defray a part of their expenses at the University. I don't know whether I can find a job for Glenn or not, but I'll do the best I can." Then what do you think Mr. Hill said? "Well, make one for him!" And that is just what we did, and Glenn, you did a great job of it. By the way, Glenn, what school in the University did you graduate from, and when?

Glenn The School of Business, in 1937.

Allen And as I remember, you were captain of the Kansas golf team this past year, were you not?

Glenn Yes, the past two years.

Allen That's right. I had forgotten that. What other activities did you participate in during your college years, Glenn?

Glenn Well, I studied some voice and music in my first two years, being a member of the K.U. men's glee club and band for two years each.

Allen Perhaps this accounts for that near perfect timing and rhythm in your swing. By the way, Glenn, don't we have another K.U. graduate who has won national recognition in golf? It seems to me that Waldo Crowder and you are the only K.U. boys who played on the varsity golf team who have national ranking. What ranking did Waldo attain, Glenn?

Glenn Waldo was captain of the Kansas golf team in 1924, I believe, and was one year ranked among the low 20 in the National Open.

Allen That was after he turned professional, wasn't it?

Glenn Yes, that's right. And now Waldo is professional at the Cleveland Country Club, Cleveland, Ohio.

Allen Well, that is a signal honor. Now, tell us about yourself, Glenn. You played in the National Amateur at Portland, Oregon, last summer, did you not? Tell us something of your success there.

- Glenn Well, I qualified at the National Amateur in the sectional qualifying rounds and also in the tournament proper at Portland. I was beaten by Jack Gains, a former Walker Cup Star of Glendale, California, after I had shot the back side in two under par to square the match. He birdied the 19th hole to beat me one down, this being one of the three extra-hole matches in the tournament.
- Allen Gee, that was a tough loss under those conditions. Isn't it true that you are the first amateur in Kansas ever to have qualified for the National Amateur tournament?
- Glenn I don't know about that, Doc, but they informed me out there at Portland that I was the first Kansas boy to qualify at the tournament. But, Doc, there is another K.U. boy who was a great golfer whom we should mention.
- Allen Do you mean the late Chester Jones, Glenn?
- Glenn Yes. Chet was one of the best golfers Kansas has ever produced. However, he never played on the Kansas varsity because at that time the University didn't have a golf team. Chet was runner-up in the Kansas State twice, and had gained some national acclaim. In my mind, he had one of the prettiest golf swings I have ever seen!
- Allen Well, he had a good teacher, didn't he, Glenn?
- Glenn Yes, he did. His father, Dr. H. T. Jones, started him when he was a young boy. Dr. Jones always had Chester, Endsley and Penfield out on the course practicing swings when they were knee-high to a duck. And by the way, Dr. Jones and Mr. Irving Hill still shoot a good game of golf.
- Allen Yes, and isn't Dr. Penfield Jones the Lawrence Country Club champion at the present time?
- Glenn Yes, I believe he is.
- Allen Well, Glenn, what about your conquest of the Missouri Amateur championship? When was that played?
- Glenn Well, I won that on June 19, 1937. That was my first major championship. I happened to be hot at the right week, and through good fortune I was able to finish the week undefeated. That is necessary to championship play, I guess.
- Allen I have coached a lot of teams and have participated in a lot of athletic contests, and I believe I know how a fellow feels just before he is entering a major contest. I would like you to tell your friends to what special thing you attribute your winning the championship, psychological as well as physical. In other words, were you determined you were going to win?
- Glenn Well, we all go into the tournament with that determination, Doc, but that alone won't win. I attribute my victory in the Missouri State to concentration and getting the breaks which are necessary to win any championship. When the pressure gets tough one must have the physical stamina and good golf form to rely on. The greatest opponent in competitive golf is yourself. The mental attitude is the hardest to control of any game, I believe, but if one plays each shot when he comes to it, to

the best of his ability, let neither gallery nor some mistake hinder that concentration, he is bound to win some of the time. I had the breaks in the Missouri State with me. I also had some against me; but the fortunate ones played a great part in this victory.

Allen How many entrants were there in this tournament, Glenn?

Glenn I believe there were around 250 or 300, Doc. This group was eliminated to 32 for the championship bracket.

Allen Mention some of those Missouri golfers, Glenn.

Glenn Well, I might mention Grable Duval and Walter Blevins, of Kansas City; Joe Switzer and Jim Black, of St. Louis; and Ted Adams, of St. Louis. In the final match between Ted Adams and myself I was one up at the end of the morning 18 holes. One of my good friends, Mr. Lloyd Houston, of Lawrence, came over to see this final match. During the noon hour he drove me around St. Joseph in order to quiet my nerves and to keep me free from the gallery. This means of relaxation helped me greatly in the final 18 holes of the afternoon which decided the title.

Allen Lloyd Houston consistently does these worthwhile things for young men. I think it was a grand thing to do for you. This rather revived the old Kansas-Missouri rivalry in the final match, didn't it, Glenn?

Glenn Well, that is true, Doc. Most of the gallery was made up of Missouri people who were very staunch in their support of Adams. By the 27th hole I had increased my one up lead to five up. But here the inevitable happened. Adams got hot, so to speak, firing three birdies at me on the next four holes, and after I had missed a short put the match was square with four holes to play. I shot the next three holes in one under par to win the match and title two up.

Allen That is certainly very interesting, Glenn, and it was a great victory for you. I also understand you were the smallest entrant in the National Amateur this past year. How do you consistently manage to knock that ball out there so far and straight?

Glenn Well, Doc, I must rely on rhythm and timing, which are the main requisites for both accuracy and distance. If one has perfect coordination of mind and muscle, sheer strength and weight are not necessary.

Allen Who first advised you to sacrifice distance for accuracy?

Glenn About three years ago when I first gained some attention in Kansas City, Johnny Dawson, one of my good friends whom I had just met then, came to me and said, "Why don't you concentrate on accuracy since your golf swing tends to be of that type?" Doc, that was a great inspiration to me, and most of my practice has been with that suggestion in mind.

Allen Glenn, I have noticed that your short game is good. You are able, by accuracy around the greens, to make up for the distance the big boys get. This delicate work around the greens required good coordination. What are some of your methods of training?

- Glenn Lately I have been training with a medicine ball, since this is excellent for development of the serratus muscles in the thoracic region. Bowling is also beneficial for the golf swing.
- Allen Yes, and a perfectly grooved golf swing uses about as many muscles of the body at one time as any other athletic endeavor. What do you use for training the eye?
- Glenn Well, I try to play only games which are played with a stationary ball, since golf is hitting a stationary ball. Rifle practice and billiards are good for this particular training.
- Allen Glenn, you played an exhibition game with some of our University students last fall here on the University golf course. What did you think of the course?
- Glenn Well, the 6-hole University golf course is in fine shape, and certainly offers the students an excellent place to play without cost to them.
- Allen The golf season is just about to start. What do you think about the prospects of the University golf team this year, since you are coaching it?
- Glenn We had a good turnout at the meeting called last Monday. I should say we will have as good a team as we had last year, which finished third in the Big Six competition. Among the boys on the team will be Busler, a letter-man from last year's squad, Ray Watson, also of last year's team.
- Allen Do you play to play in tournaments this summer, Glenn?
- Glenn My ambition is to make the National Open at Denver, and to try the National Amateur again and defend my title in St. Louis.
- Allen Good luck to you in those tournaments, Glenn, and more success to your Kansas golf team and its coach.

RADIO PROGRAM
March 10, 1938.

PHYSICAL EDUCATION FOR HEALTH

"Dance Symposium"

- Allen Miss Dunkel, for the past three weeks or so I've been hearing fragments of conversation from girls dashing through the halls with practice clothes in one hand and a roll of adhesive tape in the other. I've heard scattered references to "symposium", "Tau Sigma", "Manhattan", "lecture demonstration", "dance forms", and so forth. So I think now is as good time as any for you and Alice Bauman to tell me what it's all about, for I'm well aware that something either has happened, or is going to happen.
- Dunkel You are exactly right in both of those suppositions, for something has happened, and something more is going to happen. And you doubtless realize by this time that I'm like the doting mother when it comes to talking about the things my girls in Tau Sigma are doing. - Oh, it just occurs to me that perhaps I should explain to our listeners that Tau Sigma is our honorary dance organization at K.U. But now to get back to what's puzzling you - between Alice and me you should be able to satisfy any questions you may have. Where would you like to start?
- Allen Well, Miss Dunkel, we are very proud of the things that Tau Sigma has done, and I believe it definitely has an important place at the University. But let's get right to that word - symposium - is it a new dance step, or a successor to the Big Apple, Mrs. Bauman?
- Bauman Well, it's not quite either. A symposium, strictly speaking, is a conference where ideas are exchanged on some one subject of general interest. I guess the references to symposium which you heard were from conversations over the Dance Symposium which was held in Manhattan a little over a week ago and in which Tau Sigma participated.
- Allen That's some help, but tell me more about it. Is it usual to hold such a meeting? Who is invited? What do you do? And what happened at this particular conference?
- Dunkel Wait - wait- wait- one question at a time. Such curiosity deserves reward, and I'm going to start immediately answering your first question. But before I do, I must tell you a little joke about this word - "symposium". Alice was absolutely right when she gave you the definition of the word, but a few of us had to go through considerable kidding over it before we made the trip to Manhattan. One of the clever young professors here at the University, who possesses an unusually good sense of humor, like you was a little nonplussed over the talk of the dance symposium. So he took recourse to the dictionary. Imagine my surprise when he dropped in on a rehearsal one day to tell me in sepulchral tones that he felt he could not approve of 22 college women attending the sort of meeting we were planning. Whereupon he informed me that he understood a symposium was a convivial meeting for the sake of rowdy entertainment. So he had a good laugh at our expense until I hauled a dictionary in to dispute his contention. And sure enough he was right. The first meaning given was the one he had used to twit us - but immediately following it was the very sober definition Alice has already given you - and we will both

assure you that this symposium was truly a meeting just for exchange of ideas and discussion of problems in the dance.

Bauman Yes, and it proved to be both worthwhile and stimulating. This symposium should be particularly important to all persons following education in Kansas, for it marks the beginning of a movement that has been growing in eastern and western colleges for some years. The fact that sufficient interest and vitality in dance departments from Kansas colleges has initiated such a movement is a real portent of their progress in this field.

Allen Well, I am glad to see this interest growing, and want to know something more about it. Now, Miss Dunkel, I am going to ask you a question which I am sure you expect me to ask, since I coach one of the competitive sports. Was this symposium conducted on a competitive basis?

Dunkel No, Dr. Allen, there was no element of competition in the symposium. And for my part, I trust that never creeps into it. The purpose was purely one of sharing ideas and of comparing work in the schools which take leadership in dance activities. With practically every activity in the physical education program conducted on a competitive basis I feel it is right that dancing should only emphasize opportunities for individual development of skills and appreciations. Dancing is essentially creative, and would lose the thing that makes it most worthwhile if subjected to the strains of competition.

Allen Of course, you are exactly right, Miss Dunkel. Now, tell us something about this program at Manhattan.

Dunkel At Manhattan our program for the day consisted of informal demonstrations by each school present. These demonstrations were given like a class period with no attempt at costuming, lighting, or concert perfection. Technique was included, showing the order of progressions which different teachers used, and several dances were also given to illustrate points in dance composition and performance. Then in the afternoon all students and teachers were guests at a recital which presented a young concert dancer from Wichita.

Allen I'm sure this must have been a most interesting and instructive program, and I would have enjoyed seeing it. How many colleges were represented at the symposium, Mrs. Bauman?

Bauman Not so many as we hope to have in following years - Wichita University, Kansas State College at Manhattan, and K.U. were the only three at this meeting, but when you consider the difficulty of transporting girls and equipment at individual expense this was a good response for a start. All in all, I suspect there were about 55 students and teachers at the conference. Of course, all colleges in Kansas who have dance departments are invited, and I think within another year we can easily have twice the number of schools that got there this year. And I might add, Dr. Allen, that K.U. hopes to be hostess to the dance symposium within another year, and anyone who is interested may attend the demonstrations.

Allen Well, that is good news! There's no doubt that this campus is interested in the dance. That fact is attested by the eager crowds who attend all the dance programs appearing here. By the way, I've missed the annual Tau Sigma recital thus far this year. Miss Dunkel, are you planning any kind of performance?

Dunkel Yes, Dr. Allen, we are planning to do something which has been on our calendar for several years, but which has had to be postponed for lack of time. In fact, it will partake of the laboratory atmosphere in the symposium. It is my plan to combine comments on various dance forms with dances illustrative of the points brought out. Both the girls in Tau Sigma and I have concluded this kind of dance program might be very helpful in clarifying the understanding of dance which the average spectator takes with him when he attends a dance concert.

Allen That is splendid. Do you mean you may be doing a little teaching with the Tau Sigma recital? Just how will you arrange that sort of program?

Dunkel Don't misunderstand that I plan to bore an audience to death. They will see a full half hour or so of actual dance. But we expect to use dances that are particularly descriptive of the dance forms they will illustrate. For instance, we will begin with the ballet form. I dare say 9/10 of the average dance audience hardly knows anything exists but ballet. What we want to do is to contrast the succeeding forms with ballet, so the spectators will know what to expect from each form.

Allen Now, when you speak of forms in the dance, Miss Dunkel, do you mean different kinds of dance like tap, folk, social, and so forth? You see, I'm afraid I belong to that 9/10 of the audience you mentioned, but I'm interested in your plan.

Dunkel Tap, social, and so forth, are dance forms, but in our lecture-recital we will use only the forms developed in the concert dance field. Those will be ball et, interpretive, and modern. Every form has its staunch defenders, and every form has its debunkers. It will be our aim to present examples of all those forms on the same program, in somewhat the same mood expressed in the old proverb that "there is some good in the worst of us, and some bad in the best of us". So many questions relating to this subject are asked me by students, faculty, and townspeople that I believe such a program will be entertaining and informative.

Allen Not only entertaining and informative, Miss Dunkel - it sounds most alluring. So much so, in fact, that right now I want to take my pencil and make a notation on the time and the place of this lecture-recital. Why, I can visualize the followers of each form of the dance flocking to this entertainment. And the best part of it will be to see which form will attract the greatest following. I am enthusiastically interested, and I wish you would tell me just when the date is, if you have it set.

Dunkel Well, I am very sure that it will be the last week in April.

Allen Do you mean on the 27, 28, 29, or 30th?

Dunkel As I said, it hasn't been definitely set, but it will perhaps be on the 27th or 28th of April.

Allen Thank you, Miss Dunkel. By the way, Mrs. Bauman, will you be helping with this program, also?

Bauman Yes, I have been rehearsing a group on a dance problem concerned with American themes, and that group will appear on the modern part of Tau Sigma's recital. I am working out the dance composition and Professor Cunkle, of the School of Fine Arts, is composing the special music to accompany the dance. And I believe that we will have something of real worth. If interest, cooperation and effort mean anything, we should achieve something our college girls can be proud of.

Allen Oh, yes, by the way - I see there is a lot of teamwork between the School of Fine Arts and the Department of Physical Education. I had the pleasure of hearing Professor Cunkle at the organ during Professor Wiley's very excellent University Band Concert last Monday night, and I am certain that with the combined talents of the leaders in these two departments you will produce something very much worth while. I wish to commend the idea of collaboration with other departments. The process of selecting the best should produce a very rich and interesting recital which all lovers of the dance would enjoy to the fullest. We do not have time here to go into a discussion of detailed comparisons concerning the dance forms of which you speak. So I, for one, and any listeners whose curiosity may be aroused, will have to wait for the Tau Sigma program. One question does occur to me which I believe you will have time to answer, Miss Dunkel. I was wondering which of these forms you teach in the University dance classes. I notice in our class schedule the dance class is listed as interpretive. Is it your belief that this is the best form for education?

Dunkel Not particularly. If I had my way our classes would be called just dancing, for I do not believe in limiting oneself to only one form. My philosophy has always been an eclectic one, and I believe what is taught must be adapted to the group being taught and to the purpose of one's teaching. I do not feel that the same aims necessarily exist for the dance in education that obtain for the dance in the professional world. In my college dance classes I keep in mind four definite aims. First is the physical effect on the body. That means I must consider the age and development of the girls in my classes. I must think of all round development for symmetry and fundamental controls, and always I strive for the ideal of extended, buoyant posture and movement. Second are the emotional concomitants of the dance. Movement is so closely hooked up with emotional and mental responses that they become important corollaries. I emphasize movement that will call forth expansive, freeing emotions, and try to avoid dance themes that involve experiences and emotional reactions unwholesome for a growing girl. Third are the educational possibilities in the dance. I feel the dance class is an admirable place to teach knowledges of correlated fields, like music, design, dramatics, and so forth. All these auxiliary knowledges increase the appeal and richness of dance possibilities, and no teacher should lose sight of them. Fourth and last of my aims is to keep in mind that I am developing a group of dance lovers rather than a group of skilled artists. It is in our college classes that appreciations are learned which will provide the audiences of tomorrow, and to open a vista for one more

avenue of appreciation is a contribution to later life. So in view of these aims I choose what I believe is best adapted to my purpose from all forms of the dance. With the whole field of the dance so rich I see no reason in confining oneself to a limited corner of it. That is for the specialized artist, not for the individual whose joy is appreciation.

Allen

That is lovely, Miss Dunkel. I think you have painted a ~~word~~ picture that should be retained by all lovers of the dance. In your eclectic system of teaching you have elected the best and you have kicked out the rest. You will pardon this rather slangy slogan, but it tells the whole story in a few words. Your work, as well as Mrs. Bauman's, has not been merely accidental, but it has been founded upon study and experience. And, too, I have observed that you lead your classes by the power of your personality and by your enthusiasm. An individual to have such success must of necessity put his whole being in his life's work. Your classes and your recitals reflect this creative love of beauty and symmetry. I am very sure that this recital that you expect to give on April 27 or 28 will attain the same high standard as set by your other previous performances.