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RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH

January 6, 1938

"BASKETBALL'S PLACE IN THE PHYSICAL EDUCATION PROGRAM"

- Allen -- Dr. Naismith, we have chosen for our subject of discussion tonight "Basketball's Place in the Physical Education Program". Since you originated basketball and since you were trained in the pioneer school of physical education, namely Springfield, Mass. Y.M.C.A. College, it seems to me that this subject is an especially fitting one on which you can speak authoritatively. Do you think, Dr. Naismith, there is a danger of the physical educator today neglecting the body-building part of physical education and depending entirely on games for a system of physical education? This, of course, has reference to basketball as well as some of the other games.
- Naismith-- Absolutely yes! A great many of our physical educators are looking at it from the standpoint of the interest of the authorities and of spectators, rather than of benefit that can come to the boy, and a good many of these physical educators have been brought up and have received their appointments largely because of their ability in playing games rather than in their technical knowledge of the development of manhood.
- Allen -- Dr. Naismith, I find myself agreeing with you very emphatically in this statement. However, I can also see how an expert in the games would have a basic knowledge of a particular sport. This exceptional knowledge and splendid skill that he has developed in the sport is only symptomatic of his interest in the larger program of play and physical education. Most of these coaches who are now teaching physical education undoubtedly had a basic yearning for play in physical education. This, of course, caused them to continue their study to the point where they specialized in their life's work.
- Naismith -- Dr. Allen, don't think for a moment that I do not appreciate the skill that these boys get in learning a game and in devoting their time to it, --Both the fundamentals and the mechanism of the game; but I do lament the ignorance of a lot of our directors of physical education in the real science of developing the boy into a man. Take, for instance, a man who had been appointed to head the physical education in a city of 80,000, who came to me and told me he didn't know a single thing about anything but football and basketball, and he wondered if I could help him out in making out a program. It is the employment by principals of men of this type that has practically done away with the really physical education program. I was very glad, as I visited your gymnasium the other morning, Dr. Allen, to see the large class of majors who are beginning at the bottom and learning the gymnastic side as well as the recreative side of the development of the body. Now you are developing the men who are going out to head departments of physical education. Is your program, as it is arranged at the present time, comprehensive so as to include all these different parts?

Allen --Well, Doctor, we are not sure about that, but we are definitely endeavoring to find out. By asking men of your caliber who certainly know physical education, and then by doing a job analysis program, as Dean W. W. Charters would call it, we are endeavoring to find out from superintendents and principals in the state of Kansas just what is needed for this state. We are asking these questions and when the survey is completed we believe we will know.

Naismith -- Why do you go to superintendents and principals and ask them? Why don't you tell them? For instance, a year or so ago a man told me- "I have looked this thing over, spent 30 minutes studying the set-up." And I returned, "I have spent 30 years studying this situation, and yet you think you know more about it than I do."

Allen -- Well, Dr. Naismith, you really put me right on the grill, and I like this. I don't mean that we are going to shape our course exactly like all these fellows would suggest, but we want to know what they think are the needs for the schools of this state. They we are contacting physical educators like Dr. Thomas Storey of Stanford, Dr. Jesse F. Williams and Dr. Fritz Maroney of Columbia University, Dr. J. B. Nash of New York University, Floyd Rowe who is an authority and has charge of physical education for the public schools of Cleveland, Ohio, Dr. Anderson of St. Louis, and then of course we are cooperating with our cousins here in Kansas - Professor L. P. Washburn of Kansas State College, and Coffman of Washburn College, with a view of having an all-round program that will fill the needs of the high schools of the State of Kansas.

Naismith -- Doctor, you have mentioned a lot of men, and very prominent men. Can you tell me this: In my early days almost every man who was a director of physical education was an M.D. Today there are only two of those you mentioned who are M.D.'s, and they are old standbys. Now, why is it that physical education has gone from the medical profession to the educational?

Allen -- That is a very excellent point, Dr. Naismith. The only answer that I could give that seems logical would be that the men with an M.D. degree can earn very much more than the professor of physical education. The health program of the country has called the doctors of medicine, and then, too, there has been such an expansion of the physical education program that the colleges have established a curriculum for physical education majors. That curriculum calls for a study of the basic sciences, and most of these physical education majors that are going out now have passed satisfactorily courses in anatomy, physiology, biology and chemistry. Of course, it would be fine if they could have a medical background, but that would require a much longer course than a four-year college course.

Naismith -- Then you consider there is a trend backward to a study of the operations of the body, and that it is a necessity that they understand part of the human body in order to develop a real physical education program.

Allen -- By all means, Dr. Naismith. I do not see how any intelligent physical education director or athletic coach can do a good job unless he definitely understands the structure and functions of the human body. Diet, fatigue, training, as well as fundamental body building, must of necessity be understood by this individual before he can do justice to the boy. And do not forget this point - a coach who has never had a course in psychology will not have the best understanding of his subject - the boy.

Naismith -- Doctor, I would like to ask you one question. Do you know, or do you think there is a high school superintendent or principal who wouldn't accept "Whizzer" White as head of a department of physical education, even if he never had a day's study of physiology, or anything of that kind?

Allen -- Well, Doctor, you are hitting me right in the middle. I believe most of them would take him. And there is a weakness there. But you brought up the name of a wonderful young man who perhaps is not trained in physical education and maybe wouldn't take the job. We both know that he is a Phi Beta Kappa and has been selected as a Rhodes Scholar from Colorado. They tell me that he is about everything that you would want in a young college graduate. Don't you think if "Whizzer" White should take a job like that that he would go ahead and get a major in physical education if he stayed in the field very long?

Naismith -- Well, I don't believe that he would need it. He would be so busy with his football and his basketball and his track that he wouldn't have time to think along in terms of real physical development.

Allen -- But, Doctor, don't you think he really would get it?

Naismith -- He ought to have it, certainly. I think that is the trouble. We ought to have lots of things but we can get along without them. But what of the athletics and physical education department? Athletics have a great appeal not only to the instructor but to the public, and also to the principal or superintendent.

Allen -- Yes, Doctor, but I remember a conversation I had with John Bunn over twelve years ago. He came into my office and said to me, "Doc, I am thinking about changing from what I thought was my life work into another field." John also said, "You know, I have received my degree in engineering. I would like to ask you what is the future in physical education." I said, "John, there is a great future in physical education. If a man will get his M.D. and his Ph.D. degrees, a \$20,000 salary in the next twenty years will not be an unheard of thing for the man who prepares for it. John, there will be a lot of small jobs for fellows who partially prepare, but there will only be a few big jobs for men who fit themselves for it." I believe if "Whizzer" White went into coaching he would use that only as an introduction to the plumbing of a deeper life's work. And, Doctor, we do not have to think of "Whizzer" White. There are a great number of other fine athletes who have been brilliant scholars - John Bunn, Junior Coon, Ted O'Leary. And you remember, Doctor, your own football player, Hubert Avery.

Naismith -- But these men are not in physical education.

Allen -- That is right, Doctor. Our majors course in physical education was not started in any of our American colleges, in the main, until after the World War. The exception, of course, applies to Columbia, New York University, and Wisconsin. Now there are hundreds and hundreds of colleges in America offering this course. In fact, I do not know of a single college in the state of Kansas, or for that matter, in the land, that does not offer a course in training young men and women in physical education.

Naismith -- Do you think that most of these colleges that are offering this course are equipped to give a coach a real thorough training in the basic fundamentals for the development of individuals?

Allen -- Not a fulsome course, Doctor. But there is a demand for this type of work in all the high schools, and many of the graduates from the smaller colleges will accept a position at a salary that gives them employment as a teacher in academic subjects and as a part-time coach. Most of our varsity athletes are engineers, lawyers, journalists, and graduates of the School of Business. It is the business of the University to train professional men, and for that very reason we have not turned out many coaches. However, this newly organized department of physical education, in the School of Education, will supply to the high schools many teachers in physical education and athletic coaching. This has not been true heretofore.

Naismith -- Now, Doctor, you have touched upon a subject that has been a hobby with me for a number of years. That is that each institution should have a man to look after the physical welfare of the students as head of a department of physical education, employing the instructors in other departments to coach the several teams. Then, when the students or the alumni demand a new coach for the teams this man simply returns to his teaching work, and the department of physical education goes on without interruption.

Allen -- Perhaps some time the various boards of education of the high schools will accept your splendid theory and obtain both a director of physical education and an athletic coach. Wyandotte High School in Kansas City, Kansas, and in fact, all the high schools in Kansas City, Kansas - Argentine, Rosedale and Wyandotte, have this scheme in operation and it is highly satisfactory. Too many educators and laymen confuse the spectacular phase of athletics with the more prosaic development of the individual. It is very seldom that a coach who is the high-tension, inspirational type of fellow is concerned with the more serious business of building a department and devotes all his energies to developing the young men under him. When you get a combination of both, the young man you have is ideal. Then if he can organize, deputize and supervise, this set-up is truly a wonderful organization.

Naismith --Well, here now, Dr. Allen, you have a basketball game tomorrow night between Oklahoma and the Kansas varsity, opening the Big Six Conference, and you have that old team of ever-victorious Big Six Champions of 1936 coming in to play the superlative performers - the freshmen of this year. Aren't you going to say a word about that?

Allen -- Well, Dr. Naismith, our time is just about up and we will just let Nelson Sullivan, our sports announcer atop Mount Oread, tell you about this. Thank you very much, Dr. Naismith.

RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH

January 13, 1938

"THE TIP-LESS GAME OF BASKETBALL"

- Allen Dr. Naismith, I would like to ask you a question. After 45 years of starting your game of basketball with the center tip, the rules committee last April eliminated the tip after field and foul goals. In your opinion, why did they do this?
- Naismith Well, in originating the game, after considerable thought as to how the ball would be put in play, the center tip seemed the only reasonable way of giving each side an equal chance of obtaining the ball. Now, the only objection that I can see to it is that the tall player monopolizes the tip-off because of his height and the assistance of the referee who tosses it up in such a manner that the tall man has a better chance of obtaining it than the short man. There are several ways in which this might have been corrected. Now that is my idea. Doctor, what is yours? You are on the Rules Committee, and attended the meeting in which the National Rules body voted it out. Why did they do this?
- Allen Well, Dr. Naismith, I find myself agreeing with you on the center tip-off. I have always believed in it. I have always contended that in football we have the kick off at the start of the game. I feel that the tip-off at the start of the game of basketball, and after each goal, is just as vital because it tends to give both sides an equal advantage. At the Rules meeting I found myself in a very great minority, and as is the habit with all of those committee gatherings, the minority goes along peaceably with the majority. I felt that if the majority desired it, it was only fair to give them a chance without protesting violently against it. I still think basketball has enough thrills for the spectators and the players in the tipless game. I found many of the rules-makers blaming all the ills of basketball on the tall man at the tip-off. Really, I think that because the basket is only 10 feet from the floor that we are blaming a man for being too tall under a 10-foot basket, because those tall players can actually dunk the ball into the basket. Some of the tall players can actually reach 8 inches above the basket. In my opinion, the goal should be out of reach of all players.
- Naismith Well, the things you have said are still not a sufficient reason to me to do away with a fair and spectacular method and substitute one that is less so.
- Allen Dr. Naismith, I still agree with you 100 per cent, because it is the tall man that beats you under the defensive or offensive basket by reaching higher than his teammates in obtaining the ball. No player may pull his opponents' arms down when he has the ball in his possession, because that is holding. But, Doctor, they blame that tall fellow tapping the ball in the

center of the court for all the ills of the past game. I have heard one of our own boys, Coach Arthur "Dutch" Lonborg, of Northwestern University say many times that he found when his team had a short center and could not control the tip-off that in those very years he had his scrappiest teams. Those boys with their apparent disadvantage had to fight harder than ever to recover the ball after the tip-off.

Naismith Well, Doctor, that is a good point. Now, another question -- is there any other game in which there is not either an equal chance for the opponents to obtain the ball after a goal is made, or the defendants are compelled to drive the ball into the opponents' territory? In the early '90s in football the ball was given to one side at the beginning of the game and after the goal was made, they were permitted to attack instead of the usual kick off. This lasted about two years, and then the return to the kick off was made.

Allen- Dr. Naismith, do you think that the game of basketball as now constituted has a similar opportunity?

Naismith I am not sure as to that. If the game is better without the tip-off certainly it will not return. Only time will tell about that. We want the game to continuously make progress.

Allen Doctor, one critic in Indianapolis contended that you are still in the era of the peach-basket stage. What would be your reaction to such criticism as that?

Naismith If I am in the peach-basket stage it is because the late rules compel me to be in that stage. In the early days 10 men played the game in a 40 by 50 foot area, and we gradually enlarged the field so as to get in scientific play. But the rules since 1932 are now compelling 10 men to play in a space 45 by 50 feet which naturally brings in a lot of roughness as we had in the peach basket stage, and the center tip is the only play that occupies the full court.

Allen Well, Dr. Naismith, this is a tribute to you when they talk about the peach basket stage, because the basket idea was yours, and I would say that any idea that can enthral 18 million people is a peach of an idea! But, seriously, Doctor, the proponents of the new rule state that this new rule has increased the playing time about 7 minutes. What do you say as to that?

Naismith Do you think that is right? In the rule it specifically states that the ball is dead after a goal is made and play ceases, and how can you increase the playing time? You might decrease the elapsed time, but you can't increase the playing time.

Allen That is exactly right, Doctor. They have not increased the playing time one iota by rule. But they can actually play longer under this game than they played under last year's game. This is the reason: After a free throw or a field goal was made the referee

tossed the ball up at center for the tip-off. By research it was determined that it took on an average about 10 seconds for the ball to be brought from the end line where the basket was made to the center at the time it was tossed up for the tip-off, and incidentally that 10 seconds gave the spectators time to catch their breath and their hearts to resume normalcy after a thrilling score. Counting the number of field goals and free throws that were successfully made, and multiplying this by 10 seconds, the total elapsed time during the progress of the game was 5 to 7 minutes. Had the time been declared out last year after field goals, the playing situation would have been identically the same as this year.

Naismith Well, now, according to the wording of the new rule, how can the game be speeded up on account of the rules? Is it not in spite of the rules that the game has been speeded up?

Allen Well, Doctor, so far as the speeding up of the game is concerned, that is entirely up to the play of the two opposing teams. The so-called new rules have not been in the books long enough for the teams to get thoroughly adjusted, as yet. If the side scored upon really desires to delay the game, that side may hold the ball 5 seconds out of bounds by rule at the end line before they throw the ball in, and then they may take 10 seconds in addition before the players on that side are forced by the rule to cross the center line of the court, or the division line. In other words, it is possible to withhold the ball from the offensive court for 14 seconds after a goal is made. So you can see that they can play the slow break just as well as they can play the fast break, and personally I think that some smart team is going to try that. I noticed by Sunday's paper that Iowa State used the slow break against Kansas State and beat them 41 to 30. So you see, Doctor, all teams are not going in for this fire department basketball. In another year I predict that many teams will be using the slow break and then you will have 5 seconds to pass the ball in from out of bounds and 10 seconds to get across. Then after they get across they are going to use a play that many people call "stall", and it will be a dreary game. Don't you think so?

Naismith Yes, I certainly agree with you. That is the real objection to the whole thing, and that has been and is my objection to the tipless center. It gives the team that has been scored upon an opportunity to delay the game.

Allen Well, then, Doctor, who knows but what your prophecy, although you didn't prophesy you did indicate, that since the football rules went back to the kick off there may be a return to the center tip-off in basketball in a year or two. Don't you think there is a possibility of rotating the jumpers in basketball just as they have the batting order in baseball? The coaches could instruct their players during practice, so it would be an easy matter to handle the game situation.

Naismith And another thing, Dr. Allen - if there was a deviation from this practice by any one team, the opponent would quickly recognize it and call it to the attention of the referee.

Allen Why, certainly they would. No difficulty would be encountered in this regard. But, Doctor, I see that our time is fast drawing to a close.

Naismith But wait a minute - at least we have time for another question, haven't we?

Allen Surely.

Naismith A great deal has been said about the injurious effects of the fast break, especially in league games among junior high schools. Don't you think that they are putting too much stress upon the contest rather than upon the recreative sport and educational factors for the young boys?

Allen Yes, Doctor, Instances of this have come up often in the National Rules discussion. I remember distinctly that Floyd Rowe, director of physical education of the public schools of Cleveland, Ohio, submitted a research finding that was done in Cleveland. This research showed that organized league competition actually effected the nervous system of these boys to such an extent that the normal growth was influenced. One group was taken with no special emphasis upon league play and the other group indulged in regular league competition. According to the findings in Cleveland, the regular league competition was very detrimental to high school boys under the old rule, and under the new rule the strenuousness of the game would be increased. I am sure that the authorities who are making surveys would certainly be against this new game on that principle.

Naismith Well, now, isn't this league contest a strain upon the nervous system rather than upon the muscular? And for my part, I think that it would be very much better to limit the league playing or the interscholastic competition in the junior high schools.

Allen- Yes, Doctor, you have hit the nail right on the head, because isn't it true that the nervous system controls the glandular system, and the glandular system determines the growth of the individual?

Naismith That is my idea of it.

Allen By the way, we have Nelson Sullivan, our sports announcer atop Mt. Orcad. Sully, you tell the wide world the news, will you?

PHYSICAL EDUCATION FOR HEALTH

RADIO PROGRAM

May 26, 1938.

"Athletic and Play Terminology Dominate Our Everyday Action and Thought".

Since early history man has been dominated by the influence of play and games. Athletic figures of speech have been used by our leaders to portray their meanings.

As a boy, Paul, the apostle, lived in Tarsus, a Greek university town where he saw her strong young men strive for mastery. Having seen a great Glenn Cunningham of the early Greek time running a marvelous race, he was so impressed that he used a strong athletic figure of speech in his letter to the Corinthians when he said, "Seeing we are surrounded by a great crowd of witnesses, let us run with patience the race that is set before us, looking unto Jesus, the author and the finisher of our faith".

In America today Glenn Cunningham is the symbol of the champion of track. His rugged body, his sterling and resolute qualities of fair play and leadership have caught the fancy of the sporting world.

A very interesting incident happened in Topeka last year. While attending the Kansas High School Basketball Tournament there, I was attracted to an unusual sight. Swarming up the broad concrete sidewalk were a number of Topeka youngsters going to the high school gymnasium. Suddenly as a flame, a foot race struck up. With all the spontaneity that goes with a group of youngsters, the boys were madly dashing up the walk toward the gymnasium. As is usually the case, a champion was crowned. One rugged youngster, having outdistanced his dozen or more competitors, uttered a victorious cry: "You can't catch me. I am Glenn Cunningham".

This is but one incident of thousands, perhaps, that have dominated the thoughts of our American boy, superinduced by Glenn Cunningham running the

other competitors into the ground. It is hardly necessary for me to tell of the struggles of Glenn Cunningham. It is legion, but for those who have not heard - Cunningham came from a modest home in a small southwestern Kansas town - Elkhart - where he suffered terrible burns in a school-house fire in which his brother lost his life. He was told that he could never walk again on account of the burns. And finally, when those burns healed sufficiently for him to get about on crutches, he was told that he must stay out of doors and endeavor to use those legs as much as possible, stretching the members so that some day he might hope to walk. When he learned to walk again, naturally the boy in him desired to run. With great ecstasy he felt a thrill and a joy that had not been his for years. Naturally, he continued to run.

When some priceless heritage is taken from us for a time and is then regained, the joy is overwhelming.

Cunningham ran more and more. He, of course, tried his skill against other boys. Still he was invincible, and he continued to run. He ran at the Kansas Interscholastic meet in Lawrence. He became a champion. He ran at the National Interscholastic meet in Chicago. Again he was a champion. He ran the two mile, the mile, and the half mile - all in one day, at the Big Six meet in Lincoln, Nebraska. He was thrice champion. He entered the National Collegiate Championship track and field meet, and was again crowned "King of Milers". And then at Princeton, New Jersey, when the world's best runners matched their strides with his, he ran the fastest mile ever run by a human being. And who knows but that the very thing that made him a champion was the adversity that he suffered in earlier years.

Theodore Roosevelt, during his years as President of the United States, continuously used athletic figures of speech to express his thoughts to the multitude. Two weeks ago President Franklin D. Roosevelt, true to the Roosevelt

tradition, said that "big business had run away with the ball". In the beginning of the NRA, President Roosevelt said over the radio that "All of my pitches will not be strikes. Some necessarily will be balls, but that will not keep me from endeavoring to throw strikes." To any boy or man who has played baseball that figure of speech will readily be understood.

H. G. Wells, only recently has said: "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 unforeseen leisure. Our common citizen still will be a worker, but neither a toiler nor a slave."

The Englishman's slogan, "It isn't cricket", is taken very seriously by the English people. Only three days ago an outstanding British statesman declared that had Hitler and Mussolini played cricket the world's debacle in Europe would not be facing those nations.

Another significant English slogan is "the Battle of Waterloo was won on the cricket fields of Eton and Rugby."

Some of our educators feel that the athletic tail is wagging the educational dog, and undoubtedly there can be too much emphasis upon certain games. But I do not believe that we can emphasize too strongly upon our youth the value and the necessity of play. Only recently I heard Dr. C. H. McCloy, head of the physical education department, and in charge of athletic research at the State University of Iowa, say that basketball as a game has every possible ingredient in it necessary for the educable child. At the same national meeting I heard a school superintendent, a college president, and a woman director of physical education say the same thing.

The Kansas Health and Physical Education Association, an association

of teachers in the public schools and in the state educational institutions, are hoping for the adoption of a physical education curriculum of the State Board of Education to the end that a requirement will be enacted which will provide that physical education be taught in the schools of this state. That should be the first step. May I explain to the laymen of Kansas what is meant by the term "Health and Physical Education". Using the platform of the National Physical Education Association as a means of expression, these are briefly as follows:

1. A medical examination for every school child.
2. A class period in physical education each day.
3. A gymnasium and playground for every school.
4. Education for leisure.
5. A graded and scientific curriculum.
6. Standardized physical achievement tests.
7. A teacher fully trained and accredited.
8. The coach a member of the faculty.
9. Positive credit for physical education work.
10. Health habits that endure.
11. An intramural program for after-school hours.
12. A varsity program that stresses sportsmanship and ethical conduct.
13. Equipped and supervised summer playgrounds.
14. Provisions for wholesome adult recreation.

These are the professional objectives of the association and were published in the February and March, 1938, issues of the Journal of Health and Physical Education.

But let us start at the kindergarten.

Frederick Froebel, the poor, unhappy German boy wandered from a broken home into the woods and returned therefrom with a philosophy and theory which he put into practical use when he gave the educational world the kindergarten, in which we teach "education through play".

An orphan boy in Canada molded his rich experiences in the out of doors with a practical philosophy when, years later, he originated a game that 18 millions play today. That game is basketball. James Naismith, a graduate of McGill University in Canada, a student at Springfield College, answered the assignment of his teacher, Dr. Luther Gulick, with his indoor game.

Coming to the University of Kansas as director of Physical Education in 1898, Dr. Naismith has contributed to the world a game that educational experts prophesy will have as far reaching effect as Froebel's gift of the kindergarten. Listen further, to Dr. McCloy of the State University of Iowa when he says that "the rhythm and the grace and the symmetry and the beauty of movements of the athlete in the game of basketball are comparable to the finest Greek sculpturing that was ever done."

Dr. Naismith, in the early days, said that basketball could not be coached. It was a game to play, a recreation game. In my early life here at the University, Naismith met me in the hall one day. He laughed and said, "You bloody beggar, I've got a good joke on you". I said, "What is it, Doctor?" He said, "I've just got a letter from Joe Bristow down at Baker University, and he wants you to coach basketball." I said, "Well, what's queer about that, Doctor?" Dr. Naismith said, "You can't coach basketball, you just play it."

Here was the originator of the game of basketball who said the game couldn't be coached. But there are hundreds of thousands of coaches of basketball today. Also, in early April of this year I heard Dr. Naismith say something

which I think is good for Ripley. At a meeting of the National Association of Basketball Coaches in Chicago, Dr. Naismith told the coaches that he never played a game of basketball in his life. He said that he couldn't learn to play basketball because he had previously played football. He and Alonzo Stagg both played football, and when they got hold of a basketball they started to run with it. The early rules of basketball provided a penalty for running with the ball, and a penalty for a foul meant that the offender should be put in the penalty box on the sideline for a certain number of minutes. It was for that reason that Dr. Naismith never played a game of basketball. The genial old doctor got a great kick out of telling this story to the American basketball coaches. It may be that down the years, Dr. Naismith with his contribution of basketball to the world will be placed alongside Frederick Froebel and his kindergarten.

The art world has recognized basketball as a game that is endowed with all of the finer movements of bodily grace. Ted Shawn and his group of expert dancers have in their repertoire of dance, basketball. Stowitts, the great California artist, in his Palos Verdes Library Art Gallery has portrayed astonishing life-size pictures of American champion athletes. It is Stowitts' belief that the nobility and beauty of athletic form is as yet not sufficiently recognized. Here are a few of the Golden Coast California champions depicted in this remarkable collection: Ken Carpenter, Phil Cope, Joe Gonzales, Lee Guttero, Bud Houser, Cornelius Johnson, Lee Roy Kirkpatrick, Earle Meadows, Mickey Riley, Bill Sefton, and Woodrow Strode. Each of these athletes spent two days in the studio perfecting exact measurements before the artist ever attempted the execution of the portraits. Just as the Greek games had their influence on Greek art, so do the games of America influence art and education in this country.

Haig Patigian, another Californian, did a bust of Helen Wills which he labeled "Helen of California". Helen Wills, Alice Marble, Patty Burg, Helen Jacobs and Gertrude Ederle-these versatile American women are contributing definitely to athletics, to art and to literature, and, with all, to a finer American womanhood.

Thus we begin to see that the games of American and their terminology carry over from the athletic fields into the every day life of education, art and literature, business and commerce. Our great national leaders in speaking to the masses in track terminology will say that every man to have a square deal must have an even start, a stimulating race, and a fair finish. If using baseball terminology he will say, "that you have got to hit the ball". If football, he will say, "smash that line". And if basketball, he will tell you that too many fouls defeat you. If he prefers boxing terminology he will tell you, "that you have got to learn to take it." You may be able to put it out, but you have got to take it to stay in the ring.

We can thank plays and games for the symbol of the 12-year old American boy with a baseball bat across his shoulder. How differently we look across the ocean and see the symbol of the 12-year old European boy with a musket across his shoulder.

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RADIO PROGRAM
November 25, 1937

PHYSICAL EDUCATION FOR HEALTH

"THE ELIXIR OF HOMECOMING"
Dr. Forrest C. Allen

Homecoming --- coming home, with all of its fulsome expectancies and durable satisfactions, is flush upon us. Our forefathers enjoyed turkey and cranberries in Puritanical ovens, but in this region our native American offspring prefer Jayhawks and Tigers served on an outdoor gridiron on this great ingathering day. The great maternal heart of alma mater annually welcomes her children back to the scenes of the best four years of their lives. True, she has temporarily banished from her academic Garden of Eden atop of Mt. Oread these graduate youngsters whom she forced out into the world to develop themselves. But they always want to come back, armoured with eternal youth, protesting "the fallacy that the world is old". Their everlasting dream is to secure a competence that will enable them to return to Lawrence in the foothills of Mt. Oread and there spend the rest of their existence.

Ye oldtimers returning for this festive Homecoming are desirous of feeling again the old thrill, or at least catching a glimpse of that fading glory and enthusiasm that was once yours when you trod the paths of the campus which you regard with particular affection.

This Homecoming is always a mental elixir. It is indelibly hooked up with those four years of undergraduate study. The late President Hyde, of Bowdoin College, once outlined for us the aims of the American arts college. May I repeat them for you:

"To be at home in all lands and ages, to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of your own; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and cooperate with others for common ends; to learn manners from students who are gentlemen, and form character under professors who are Christians, this is the offer of the college for the best four years of your life."

Just ten years ago Augustus C. Thomas, president of the World Federation of the Education Association, saw in the development of the sporting bloods of people the element of breaking down of national jealousies and racial hatreds. He said, in part:

"Sporting blood is the most common blood of the human race and should be utilized in bringing about international understandings and in relieving national jealousies and race hatreds. . . We seldom have trouble with a good sportsman. It is a trait worth cultivating. The sporting element is closely allied to the social side of life. We need to cultivate each other in clearing away misunderstandings. Misunderstandings cause hatreds and hatreds cause war. War, therefore, becomes an intellectual problem. Our schools can do more than any other influence to break down the wall of prejudice. The sporting sense should be developed. It is the wooden horse by means of which we can break into the walled city of human hatreds. It will strip the mask of deceit from the face of racial and national jealousies."

In Kansas' great Memorial Stadium today 22,000 Jayhawker and Tiger partisans cheered to the echo the valiant deeds of the sons of old Missou' and of old K.U. Those boys were playing for the love of the game. Not one cent of the total of more than \$40,000 taken in at that game today will any of those boys receive. Many of those boys have been dreaming for 15 years of this opportunity to play for their university. They played for the joy of battle that was theirs. That was something that is indefinable that wells up in the breast of each young male adult who desires to struggle, who desires to take a chance to win or lose on the toss of the coin, on the bounce of the ball, or the break of the game. Had the game resulted in anything but a scoreless tie today--Tonight, those boys on one side would be momentarily steeped in the gloom of defeat and the boys on the other side would be tasting the greatest elixir of their lives. They would have felt that high exaltation of being successful, of being winners, of having the populace cheer for them and say, "Great, and well done!"

And this is as it should be, because fame is fleeting, but it is all a part and parcel of the game of life, and it is also a part of his education. Listen to the words of Grantland Rice on "The Way of the Game":

"Now summer goes and tomorrow's snows
Will soon be deep;
And skies of blue which the summer know
See shadows creep;
And the gleam tonight which is silver bright
Spans ghostly forms,
As the winds rush by with their warning cry
Of coming storms.

So the laurel fades in the snow-swept glades
Of flying years,
As the dreams of youth find bitter truth
Of pain and tears;
Through the cheering mass let the victors pass
To find Fate's thrust,
As tomorrow's fame writes another's name
On drifting dust."

What is this thing called football, with these men in armoured uniforms and helmeted headgear? It is a gladiatorial combat in an arena where partisan throngs yell themselves hoarse at contestants playing a game that the majority of spectators so little understand. Most of the men spectators do not know the rules of the game. The women come for the occasion and to cheer these gridiron gladiators. But it is a struggle where strong men throw themselves at each other in zealous combat for the glory of their alma mater. The more frail spectators who witness this holocaust cannot understand why these players are not torn apart, limb from limb. But through the years these men have grown strong in physique through struggle, and they are prepared for such combat. They resist force as a healthy individual resists disease.

It is an interesting thing to know that in a game which lasts nearly three hours, none of the players are in continuous action for a total elapsed time of over 12 or 14 minutes. The Department of Physical Education at the University of Kansas chose for a research problem the determination of the actual playing time of the average university football player. The selected two teams in action were the University of Nebraska and the University of Kansas. The total elapsed time from the first whistle to the last whistle of the game was two hours, fifty-six minutes. The actual time that the game was in progress was 60 minutes, yet the

longest total playing time that any player was in action in the game was 12 minutes, 34 seconds.

So it is not altogether a matter of perfect physical condition in playing football. Rather, it is the ability of these rugged men to withstand injuries and force.

Reform waves are still agitating the dangers of football to the youth of America. Thirty-five years ago when intercollegiate football was on trial because of physical dangers to the participants, the late Theodore Roosevelt, ex-President of the United States, saved the game for the good that he thought it possessed. Only recently football was attacked by William Allen White. And so it goes, back and forth.

Impetus was given to the play element in education by the return of the American expeditionary forces after the World War. In the army, every American soldier learned to play some game. When the war ended many of these men filtered back into their college halls with an increased interest in play. With this new situation before them, educators faced a new building program. Drab, unsafe wooden bleachers that had served their usefulness before the war, gave way to permanent buildings of stone and concrete.

When the turnstiles click for the huge crowd at the football games, there arises a cry of commercialism. But the earnings from the athletic gate receipts are being used to liquidate the indebtedness against these new athletic stadia. Most of them are heavily mortgaged and will be for several years. In most of them there is not one penny of the taxpayers' money, yet the stadium is used for baccalaureate services and commencement exercises and other academic gatherings, with no expense to the state. After all, it is how the gate receipts are expended that determines the commercialism status.

"In all kinds of human action the end swallows the means; the color runs; the two things, the purpose and the motions made in serving it, cannot be kept apart. So important do we deem the satisfaction of achievement that the activity which brings results for us brings its own reward."

George Bernard Shaw recently said, "We study history to learn that history does not teach us." Many of our football partisans who sit in the great stadia, as they have today, will perhaps feel that this age should be called "The Stadium Age"; yet the first great stadium age began nearly 1900 years ago. The Coliseum at Rome seated 80,000 people, and was the scene of spectacular exhibitions, the attraction, however, being somewhat different that we witness at a college football game today. However, it is significant to note that these early Grecian and Roman games preceded the Golden Age.

In America there has been a great upsurge in attendance at all of our college games. With the repression following the depression there has been a curtailment of expenditures on all things except entertainment. The attendance at sporting events still continues to hit a new high. It seems people spend money for entertainment when they will not spend it for food and the necessities of life.

If our athletic games revert to the Roman era, then history will not have taught us a lesson, but if we follow our contests in the spirit of the Grecian games in which all the arts were fostered for the glory of beauty and grace, then athletic

feats, oratory, music art, and poetry will go hand in hand. In the early Grecian days the participants were the noblest types that the race could produce. Is it not true that at the present time the finest blood in the world is found in our youth who compete in our amateur collegiate contests, They really live all of their early plastic, idealistic life, training and conditioning themselves for a great moment such as we saw on Kansas Memorial Stadium field this afternoon.

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RADIO PROGRAM

PHYSICAL EDUCATION FOR HEALTH

February 17, 1938

"The Philosophy of Physical Education"

- Allen Dean Schwegler, I would like for you to tell me your philosophy or your reactions to the real function of physical education, as you see it. Certainly after a man has taught young men and women for over 40 years he should be a competent individual to judge the worth while things in human existence. Do you agree with me that activity is the real objective of life, the only method of obtaining happiness? Many psychologists and philosophers see happiness as a by-product of living, rather than the chief purpose. Is this your idea, Dean Schwegler?
- Schwegler My answer to that question is that activity is only one phase of life. Life involves the maintenance of equilibrium between the organism and its environment. Activity is a phase of the attempt to maintain equilibrium or to re-establish it when it has been disturbed. Physical activity needs to be approached from that point of view in order to be properly evaluated.
- Allen By some it is generally agreed that activity leading to further activity is called growth. It is further generally agreed that health is the first requisite for growth, or indeed for happiness, satisfactions, service or progress. Other aims of life are social, cultural, and economic efficiency. These constitute the greatest common divisors in the list of educational aims of many educators. Each of these aims seems to satisfy the philosophical criterion because each is a phase of growth and because each is essential to the greatest happiness of particular individuals. Would you agree or disagree with this theory, Dean Schwegler?
- Schwegler The term "growth" has a number of connotations, some of them involving desirable changes, others involving undesirable changes. For instance, in physical growth there may be pathological developments. So in the development of mental life it is perfectly thinkable to conceive of growth of an undesirable sort. If you will restrict the term "growth" to the development and expansion of desirable elements, to wholesome increases of capacity to function, then I would agree that growth is one of the fundamental objectives of all true education, and that it unquestionably underlies any adequate concept of education, whether that be from the physical angle or from the purely mental angle.
- Allen Dean Schwegler, is it not a fact that objectives in education are aims broken up into their component parts? One of these, I assume, would be health. I should like to ask your opinion concerning health and physical activity as they relate to each other.
- Schwegler The common experience of mankind tested out in the crucible of many centuries of living proves clearly that physical activity is under ordinary circumstances directly related to the maintenance of the

general condition which we call "health". Doubtlessly, however, there are other elements that need to be taken into account. More activity will not produce or preserve health. The question of food, of general habits of living, are certainly as important, and a program of physical education that restricts itself to the concept of activity is likely to fail in achieving the objective of health. For that reason I would most earnestly urge an expansion of the concept of physical education to include all phases of living that are likely to contribute to the well-being of the organism. You must have something to activate before you begin an activity program.

Allen

I quite agree with you, Dean Schwegler. It seems to me that if any given aim or program does not serve or is not compatible with the philosophy or ultimate goal of the individual, or group for which it was formulated, then that aim or program has no justification. The successful administrators in the field of physical education have weighed these requisites, and after research and experimentation have arrived at a program that is compatible with the activity and needs of the human animal in his present environment. Is it not true that an adequate conception of physical education must include not only the factor of physical growth and well-being, but also the factor of psychic growth and well-being?

Schwegler

Certainly. The current conception of physical education, restricting itself, as it does, in the minds of many persons, to the concept of public athletic spectacles, is most unfortunate. It conceals the fact that physical education, properly conceived, not only involves the physical well-being of the individual in terms of health and vigor, but also the psychic unfoldment of the individual in terms of his ability to achieve more efficient, more wholesome adjustment to the world in which he lives. It should equip him with an expanded set of tools by means of which to attain his wants. In so doing it will inevitably improve his mental outlook and his mastery of life as no other phase of education or of experience can hope to enable him to achieve mastery. Frankly, athletic activities are only a narrow segment of the total program of physical education, and I believe that we are unwise when we over-emphasize them and forget those more vitally significant phases of adjustment which concern every boy and every girl in our schools.

Allen

I quite agree with you, Dean Schwegler. I remember that you once brought out graphically the three phases of physical training. You spoke first of the service side of physical education, as that activity in which the students of the college improve and maintain their bodily vigor. The second phase was the function of the school of education in this plan, wherein a physical education major might increase his knowledge and efficiency as a teacher by following the prescribed courses in the school of education. And lastly you pointed out the competitive or intercollegiate side of athletics in which the obstacle of physical activity was emphasized. In your opinion, do intercollegiate athletics, as they are now administered, fit into the educational situation?

Schwegler You raise a very difficult and tricky question. Perhaps angels should fear to tread on this ground but since you ask me, I will undertake to tell you what is in my mind. Formal athletics, as presented by the spectacular performance of carefully selected and trained teams, answer a deep psychological hunger for mastery on the part of those of us who do not play. The mediaeval knight, jousting with his opponents in the presence of the assembled populace, is merely another answer to this same eternal hunger of the human individual for mastery. The gladiatorial combats in the Roman arena are another. There has always been the desire on the part of the commonplace individual to have the psychic thrill of superiority and mastery. Unable conveniently to devise ways and means of achieving this feeling of mastery in connection with the humdrum routine of ordinary life, we set up occasional situations in connection with which we secure by a species of identification with our team the thrill of contest and the ecstasy of victory. Looked at from this angle, athletics, whether intercollegiate or otherwise, possess a very definite psychic and social value. They bind otherwise loosely organized groups into coherent bodies. They offer escape mechanisms for persons about to be overwhelmed by the monotonous routine of daily serving.

Their value is undeniably great enough to outweigh the dangers and disadvantages. If such were not the case they would have been abandoned ages ago. However, they do not constitute physical education. They are something wholly apart. It just happens that in order to be an efficient publicly acceptable professional athlete one has to be efficient in physical skills and physical prowess. One's health has to be topnotch, one has to practice in daily life the things that physical education teaches. It is unfortunate, however, to confuse physical education with athletics. Physical excellence happens to be involved, but athletics are not physical education. They merely utilize its products.

Allen Dean Schwegler, that is an interesting analysis. But would you not say that the series of inhibitive activities that the athlete indulges in are educational? Is there, or is there not, a transference of training from the field of athletic strife, where the boy learns to say "no" a thousand times to temptation in order that he may say "yes" once to victory, to other fields of endeavor?

Schwegler Every study of the transfer of learning that has come to my attention points in the direction of a negative answer to your question. The facts of human experience as illustrated by the extra-scholastic life of athletes seems to coincide fairly well with the theoretical discoveries of the laboratory. It is almost a commonplace to learn that the athlete off the job is not characterized by any outstanding degree of temperance or continence; and there is in many, many cases a painful record of physical and mental disaster resulting from the obliteration of inhibitions, either during or shortly after the period of athletic pre-eminence. There is little reason to believe that, except under somewhat special conditions, the habits of continence and temperance which function almost automatically when

the athlete is in training, continue to function when the athlete is not in training. It is conceivable, however, that if the trainers of athletes were more skilful educators and had familiarized themselves with the conditions under which transfer takes place, and presented their materials in such fashion as to assure a maximum of transfer wherever such transfer is possible, that larger returns in this field would be achieved than have been achieved in the past.

Allen

Dean Schwegler, I have a very interesting observation to present, and I would like for you to answer it for me in your own way. The young hero-worshiper, the boy of 12 to 15, learns quickly that he must observe certain routines of activity so that he may be a champion. Through the many years of competition certain well-formed guides of behavior are necessary. The boy has learned that he must not use nicotine or alcohol. He must get regular hours of sleep and he must eat the proper food for him to function as a unit in his team machine to win championships. I believe it is generally agreed that the great value of athletics comes from harnessing this young human broncho and leading him in to activities during his plastic years that will develop in him a stronger and cleaner body than if he did not have this mental pull to be a champion. Do you disregard this constructive something as a worthwhile ingredient? To me there is nothing in educational activity that impels a boy to subject himself to discipline like this appeal. What do you say, Dean Schwegler?

Schwegler

You confuse the drive, the hunger for pre-eminence with the specific training and learnings that are constantly employed to achieve the goal. The drive for pre-eminence constitutes a normal manifestation of masculinity. The more typically masculine the individual, the more forcefully will the drive manifest itself. The specific habits and skills by means of which that drive is satisfied will continue to function only as long as that drive remains as one of the dominant elements in consciousness. When personal superiority has been achieved, or at least when an equilibrium has been achieved between the organism and the pressure of life outside, the hunger for supremacy may subside and the daily program of skills and inhibitions that were necessary for its achievement may sink into the background and be more or less completely lost. The personal excellence, the vigor, the mental stamina, the social outlook, the ability to establish and maintain human contacts which have been incidentally gained in connection with the striving for mastery and leadership -- these things will remain permanently if they prove to be an answer to the innate hungers of the organism. The specific activities by means of which they were achieved, however, may be forgotten, and may never be practiced in the years that follow. The financial success of those who minister to our physical weaknesses abundantly demonstrates the truth of what I have said.

Allen But, Dean Schwegler, if habit formation is a worth while thing, will not the right type of competitive athletics be a means to an end in developing certain right practices of intelligent living, intelligent body building, living that should prove worth while? Of course, I definitely feel that many parasites and imposters have taken advantage of our activities, but it seems to me that there are more boys who are refusing to smoke cigarettes, not on a moral basis at all, but merely because they are individuals wanting to build body resistance to outdo their competitors. But in the years of activity these plastic youth are definitely saying "no". It seems to me that the educator has found nothing that will grip and hold the girl in the interest of true body building as athletics have held the boy.

Schwegler You tend to misinterpret my statements. I would be the last person to say that the habits to which you have referred are not worth while. They are. As long as they are practiced they undeniably are productive of many excellent and desirable results. You did not ask me whether I thought that the habits as such were desirable. You asked me whether they continued to function after the training had been left behind. That is, whether these habits, once established, tended to function automatically throughout life. Unfortunately, they do not. We all wish that they might. But as soon as the thrills have relaxed, as soon as the attention of the individual is absorbed by interests and drives other than those that relate to the pursuit of physical pre-eminence, we find that under the stress of other impulses many of these habits undergo change. Some of them probably are never completely abandoned. That they all prevail, however, throughout life is unfortunately not true.

Allen Well, now, Dean Schwegler, this is not a rebuttal, but isn't this same situation true in all types of training.

Schwegler Unfortunately it is. Just look at my handwriting, if you need proof!

Allen Well, that is wholly satisfactory to me, because I know of no activity or training indulged in by youth that can be the ultimate aim in maturity. Dean Schwegler, in your opinion, do intramural contests fill an educational need and have they a rightful place in the physical education program?

Schwegler I would answer your question very positively and in the affirmative, and for the following reasons. One of the most pressing lifelong needs that confronts every human being in his effort to master the art of efficient living is that of first becoming familiar with his own body and with the functions for the effective performance of which that body is adapted. Secondly, we have need of the establishment of smoothly functioning habits of behavior by means of which the individual may develop and maintain satisfying contacts with his fellow men. Satisfactory human relations are always established by means of physical function, or, if you prefer, by means of human behavior. There is no such way of understanding

your fellow man or of making him understand you by telepathy. Human intercourse is always based on concrete patterns of behavior. The sense of adequacy of life, one's insight into humanity, one's sense of adequate adjustment to and integration with the social group of which one is a part, depends absolutely upon the smooth and efficient control which one has over his physical expression media. These media are, in part, oral speech and writing, in other part, gesture and primitive sounds, and in other part, the more obvious types of activity such as we find in connection with plays and games. They mimic life. I know of no more effective device by means of which boys and girls may become satisfactorily adjusted to their fellow men than by play participation. They find out what the other fellow can do and will do. They discover their own capacities and limitations, and they emerge from these contests with a sense of elation, a sense of adequacy of life, a sense of worthwhileness of effort, a sense of psychic poise which can be secured in no other way. For that reason I answer your question in the affirmative. I believe that it is here that one of the most important arguments for physical education is to be found.

Allen

I thank you, Dean Schwegler, for your kindly participation.

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