

Alumni Bulletin

Vol. XVI

Indianapolis, Indiana, May, 1933

No. 3

PHYSICAL EDUCATION TODAY

In this period of unprecedented social and economic adjustment, laymen are asking educators to eliminate non-essentials and "frills." It is not that people have lost faith in modern education but that some retrenchment in educational expenditures has become imperatively necessary. One of the fields most frequently questioned is physical education. Is it non-essential, or is it indispensable?

In attempting to solve this serious problem, it is important not to abandon services which may for the moment appear as non-essential, but which are in fact of an indispensable character.

I. Human vitality is partly hereditary and partly developmental. The power of vital organs is therefore dependent upon the developmental physical activities of the young. In a sedentary and industrialized society physical education is peculiarly indispensable for the development of the vital organs of children and for the adequate functioning of these same organs in adults.

II. Leisure time has increased tremendously in the last decade, and every indication points to a shortening of the working day. There will be leisure in amounts undreamed of a generation ago. This calls for types of education that will serve the play time of the whole population. Therefore, in our modern world physical education for leisure time becomes indispensable.

III. Physical education is indispensable also for the normal growth and development of youth. When children and young people are denied the growth and

health that comes from physical activities in educational institutions or in community life, the saving in such expenditures will be more than offset by the increase of costs for hospitals, reformatories, and jails.

IV. At one time education was merely a training of the mind, but the idea is everywhere gaining ground that education must deal with the whole man and not with just part of him. Out of this conception has come the conviction that the good life exhibits play, laughter, recreation, and joy not as competitors with mental accomplishments, but as essential elements in full and fine living. For this physical education is indispensable.

Therefore, if we expect to train youth for complete and worthy living, schools and educational institutions must not abandon such essential services. In this machine age with its deadly monotony of routine labor, its emphasis upon mechanical efficiency, and its trend toward vicarious emotional life, physical education has become increasingly a necessity. To neglect the education of all youth in functional motor skills or to fail in maintaining their interest in wholesome play is to court serious social problems in the years that lie ahead.

By the National Committee on Physical Education.

The outstanding contribution made by the American high school in the past twenty years is in the improvement of the health habits of American youth.—Jesse H. Newton.

WHAT WE DO AND HOW WE DO IT

By A. Romeiser

The following contribution on Gym Hockey by Emil H. Rothe who graduated from the Normal College in 1929, is worthy your attention. I might suggest that Gym Soccer with a medicine ball is also a good game. And have you tried Paddle Tennis in the gymnasium or on the playground on a court from one-half to one-fourth the size of a regular tennis court with the net 18 to 24 inches high? It's really worth while and cheap; paddles cost about 20 cents and balls five to ten cents. Well, Emil writes as follows:

So far as I know, this game is played only at Lake View High School and Kelvyn Park Junior High School in Chicago. It has proved exceedingly popular with the boys. My personal experience at Kelvyn Park has been that the boys would rather play hockey than basketball. We play it as an intraclass and intramural activity.

The game itself embodies elements of speed, skill, endurance and courage. Five or six minutes of play is sufficient to give a boy a complete workout, fully stimulate respiration and circulation, and bring into action all of the muscles of the body usually affected in a complete gymnastic lesson.

We inaugurated this game when we discovered a set of field hockey sticks that were not being used by the girls of our school. Since that time the game and original rules have been changed as certain situations that needed remedy presented themselves. Now, we are quite certain that the game has emerged from the experimental stage and that the rules contained below need no further revision. After we had the field hockey sticks it was necessary to obtain additional equipment before we could play the game. We obtained a hard rubber

puck at a five and ten cents store. Our wood shop constructed the frames for the two cages and an old volleyball net, cut into suitable shapes, served as the netting of the cages. The boys who played goal tender soon appeared with gloves to prevent skinned knuckles and we augmented their protective equipment with baseball shin guards. Recently we had our wood shop assist us again. This time we had two sticks made, especially for the goal tenders. These sticks have a longer and wider head and a wider shaft, similar to the stick used by ice hockey "goalies". Aside from the sticks and shin guards, which were supplied by the Board of Education as part of our gymnastic equipment, the only monetary outlay necessary to inaugurate this game was the ten cents used to purchase the puck.

In the rules no mention is made of the length of the game. As an intraclass activity the length of the game depends upon the size of the class and the length of the gym period. For intramural purposes, five or six-minute periods are sufficient. The game may be played in halves or in three periods.

I trust that this game may augment your program. I'm sure you'll find that the boys will enjoy it, particularly if you are located where ice hockey is played by amateurs or professionals. As for physical activity, I don't know of any other game that will give so much in so little time.

The game is played by two teams of six players each, who pass the puck from one to the other in an effort to hit it into the cage of the opponents and at the same time prevent the opponents from gaining possession of it and doing likewise. The team scoring the greatest number of points wins the game. Each team consists of a goal tender, right defense, left defense, right wing, center and left wing. The goal tender, right and left defense players are restricted

to their own half of the playing area (the half they defend).

A. The playing court is a gymnasium floor with side lines, basketball free throw lines and center circle. The end walls are considered to be in bounds (the puck may be played off the end walls).

B. 1. The hockey stick is the regulation field hockey stick.

2. The puck is the regulation hard rubber ice hockey puck.

3. The cage measures six feet in width and three feet high. It is placed in the center of the basketball end lines.

4. The players wear gym suits and gym shoes. They may also wear gloves. The goal tender, in addition, may wear shin pads.

C. Substitutes may be sent into the game whenever the puck is dead. However, substitutes may not be sent into the game in place of a player who has committed a major penalty until his time in the penalty box has been served.

D. Playing Terms. 1. Goal. A goal is scored when the puck passes the goal mouth of the cage and into the cage itself by means of the stick in the hands of the offensive team. If the defensive team causes the puck to enter their own goal in any manner whatever a goal is also scored (for their opponents). A goal counts one point.

2. Out of Bounds. When a player causes the puck to pass out of the playing area, the puck is given to the opponents at the point where it left the playing area. The wing on the side where the out of bounds occurs puts the puck into play by hitting it into the court by means of his stick and he may not hit it again until it has been touched by another player.

3. Dead Puck. The puck is dead when

a. A goal has been scored.

b. A face off is called.

c. A minor penalty is called.

d. A major penalty is called.

e. An out-of-bounds is called.

f. At the start of each period of the game.

g. When the puck is caught in the net or equipment of a player.

4. Face Off. A face-off is executed in the following manner: Two opposing players face each other, the left sides of their bodies directed toward the goal at which they are shooting, their sticks on the floor, six inches apart. The puck is dropped between the sticks and play is resumed by the opposing players attempting to gain possession of the puck. A face-off occurs

a. At the start of the game and each new period (at center court).

b. After each goal that is scored (at center court).

c. When the puck is in possession of opposing players so that it is withheld from play (where the held puck is called between the players involved).

d. When the puck lodges in the outside of the net (two opposing players near the net).

e. When the puck lodges in the equipment of a player (two opposing players where the incident occurs).

Note—No face-off takes place closer to the goal than five feet in front of and five feet to either side of the goal.

Note—When a face-off at center court occurs, no player of either team shall be beyond the center line (every player shall be in his own defensive area until the puck has been put into play by the referee).

E. Minor Penalties. 1. Causing puck to go out of bounds. Penalty: Puck given to opponents at the point where the puck left the playing area (taken out by the wing on that side).

2. Defense men or goal tender going out of their defense zone (mid-court). Penalty: Puck given to opponents out of bounds in a corner nearest the offending team's goal.

3. Goal tender throwing puck beyond the nearer free throw line. Penalty: Puck given to opponents out of bounds in a corner nearest the offending team's goal.

4. Goal tender withholding puck from play for longer than three seconds. Penalty: Puck given to opponents out of bounds in a corner nearest the offending team's goal.

5. Catching or throwing the puck by any player except the goal tender. Penalty: Puck given to opponents out of bounds on the side where the offense occurs.

Note—Any player may stop the puck with the flat of his hand but he may not hold it, bat it, or throw it.

6. Causing the puck to enter the opponents' cage by any other means than the stick. Penalty: Puck given to opponents in a corner nearest the offending team's goal (the opposite goal to the one the puck enters).

F. Major Penalties. 1. Swinging the hockey stick (like a bat). To prevent this foul the players should be taught to hold the stick in two hands with the hands about a foot apart. The hockey stick should be used only as a pushing instrument.

2. Intentionally tripping an opponent. Penalty: (1-2). Offending player sent out of game for one minute. No substitute will be allowed to enter the game in place of a player serving such a penalty until his time has expired. At the end of the penalty period, the player may return without taking time out (while the game is in progress).

3. In protecting his goal, the goal tender may only have his feet in contact with the floor and only the head of his club. Penalty: If the puck is stopped by the goal tender and his position does not meet the above requirements, the goal is scored whether the puck enters the net or not.

WHERE ARE THESE ALUMNI?

Normal College Alumni seem to be a restless lot; every year a number of them move without notifying the College office of the change of address. The following have been lost track of during the last two or three years; if you know their whereabouts please write us a post card.

Marjory Blakely, '25; Mable Bowser, '25; Elinor Cornick (Mrs. Denny), '18; Mildred Cox, '24; Ruth Dowd, '21; Helen Dunlap (Mrs. Roe), '16; Clara Fladoes, '16; Frieda Flaig (Mrs. Lawrence), '16; Paul Foran, '18; Kathryn Frahm, '27; Grace Funk, '22; Martha Gault (Mrs. Coffing), '19; Herman Gawer, '25; Dorothy Gordon (Mrs. Somers), '21; Catherine Graham (Mrs. Bradley), '25; Gladys Griffith, '28; Marie Hartje (Mrs. Nylene), '18; Fay Harvey (Mrs. Glominski), '16; Margery Hiatt (Mrs. Wise), '23; Henry Holz, '27; Marguerite Holzbauer (Mrs. Steis), '19; Goldie Howard (Mrs. Martin), '22; Erwin Knoth, '18; Dorothy Krueger, '20; Gertrude Krug (Mrs. Barbour), '14; Jane Leen (Mrs. Chambers), '18; Elizabeth Lemmon (Mrs. Van Antwerp), '26; Margaret Lytle, '24; Ruth Males (Mrs. Miller), '21; Winifred McCarthy (Mrs. Cassidy), '25; Gladys McKinney (Mrs. Maxwell), '21; Francis Minella, '30; George F. Miller, '12; Francis Moore, '25; Fred Naumann, '21; Kathryn Norris, '18; Antoinette Oertel (Mrs. Bailey), '16; Dorothy Padden (Mrs. Webb), '26; Mildred Pence, '21; J. W. Pendlebury, '16; Lucille Rendel, '22; Martha Rice, '22; Meta Rieker (Mrs. Schumacher), '03; Ray Rossi, '15; Otto Schmid, '20; Elsa Schmidhofer (Mrs. Kellersberger), '09; Allen Schmidt, '20; Margaret Schnitzer, '18; Corinne Schweizer, '20; James R. Seaton, '24; Gladys Seiler (Mrs. Kamplain), '20; Genevieve Semon (Mrs. Shimer), '21; Dorothy Smith (Mrs. Severance), '20; Averill Tibbels, '26; Ethel Todd, '26; Dorothy Troutman, '23; Eunice Vine (Mrs. Organ), '23; Emil Vogt, '06; Erwin Volze, '12; Herman Waizenegger, '12; Nelson Walke, '17; Gernet Warren (Mrs. Young), '25; Margaret Wickemeyer (Mrs. Williams), '15; Dorothy Wydman (Mrs. Horn), '17.

THE DEAN'S COLUMN

The graduates who replied to my inquiry concerning Rhythmic Activities supplied much useful information. I applied it in a paper on Rhythmic Activities for Boys which I presented at the Wichita Convention. May I here express my gratitude for the cooperation. I hope that they will continue giving their pupils this form of work with a view of determining its value.

I wonder if our graduates realize the opposition that exists to interesting citizens of their community in Rhythmic Recreation? This may be overcome by organizing clubs for men and women fostering rhythmic activities in general and associations in which men and women together practice folk dances of all kinds.

* * *

Having accepted an invitation from the Philadelphia Physical Education Association to address them on European Physical Education, I journeyed to the city of brotherly love on February 3.

The meeting of the association was held at the auditorium of one of the girls' high schools on Friday evening, February 3. The attendance, according to Trevlyn James, President, was the best they have had for some time. My address confined itself to the philosophies of modern German systems of physical education. In preparing the paper I found that it was impossible to cover European physical education in the time allotted for the address so I confined myself to the above topic. It is divided into two parts, first, the development and exposition of rhythmic gymnastics and, second, the general program with its Körperschule.

The lecture was followed by moving pictures illustrating the rhythmic gymnastics and a great variety of sports in which the German young people indulge.

On Saturday morning about 80 young men and women presented themselves in the gymnasium of Temple University for instruction in Polyrythmics. An equal number looked on. For about an hour and three-quarters all participated in a large variety of activities. The new Swingball game was also demonstrated.

On Saturday evening I addressed the Philadelphia Alumni of the Phi Epsilon Kappa fraternity at the house of the College chapter on Core Activities in Physical Education and a comparison of thoracic defects found in students pursuing apparatus work and students who did not follow these activities. A profitable evening was spent at the fraternity house.

The hospitality shown me by Mr. Grover W. Mueller and Mr. Fred Foertsch made the stay in Philadelphia very pleasant.

* * *

Excerpts from Jahn's books:

"Moderation remains the spice of sensual pleasures, the stimulant of enjoyment, the soul of life."

"Live simply, be sincere, and associate with your betters!"

"It is just not possible for all to be wealthy; however, being without means is only burdensome when desire and previously awakened sensuality make us feel the lack of what others possess."

"He is wealthy, whose desires are small; the less he needs others, the freer and more independent will he be."

"The most dangerous evil in every social state has forever been the superiority of wealth and its over-evaluation."

"If the state is concerned about men, it must not neglect or spoil the youth."

The secondary schools are far more conservative than the elementary schools. They are even more conservative than the college.—Wm. H. Kilpatrick.

BOOK REVIEWS

Soccer for Junior and Senior High Schools. By John Edgar Caswell. A. S. Barnes & Co., New York. \$2.00.

Soccer according to the author is a sport just coming into its own in this country. He rates the game very high in comparison with football, basketball and baseball for Junior and Senior high school use. Soccer will take a prominent place in the Physical Education program of the future.

The first part of the book deals with the fundamentals of the game and goes rather minutely into the actual performance of each. The latter portion explains the various positions and the main essentials in playing them as well as the type of men desirable for each; the men are selected for positions largely because of certain mental characteristics plus physical ability. A rather useful chapter on "Digest of Rules" clears up many doubtful points for the inexperienced coach. The striking feature of the book is its clear division of the entire subject into definite portions making the game essentials more easily understood.

F. A. PLAG.

* * *

Water Pageants, Games and Stunts. By Olive McCormick. A. S. Barnes & Co., New York. \$2.00.

Since swimming has become recognized as one of the healthiest of all activities, it is but natural that land devices should be used for things aquatic. This has been done exceedingly well by the author, and in simple and lucid language, technical terms being avoided as much as possible or clearly explained when used. The special appeal of the book is to the swimming instructor, but anyone connected with camp work will find a wealth of material in it.

The first four chapters are devoted to details of the production of a water

pageant. Costuming and make-up, lighting and scenery, music, time, place, characters, rehearsals, direction and management are discussed. The fifth chapter will be found helpful in writing a water pageant, and then seven excellent pageants are described in full. Swimming formations, stunts, games and canoe regattas are considered and fully illustrated. There are also novelties in swimming strokes and diving exhibitions, and there are useful hints on the handling of canoes.

WM. SHURGOT.

* * *

Volley Ball, A Man's Game. By Robert E. Laveaga. A. S. Barnes & Co., New York. \$2.00.

This book will be welcomed by the instructor who desires information regarding men's volleyball. The book contains: : A history of the game; devices for instructing players in the various elements, the attack, set-up, serve, handling the ball, defensive and offensive play; methods of conducting leagues and tournaments and the duties of officials. The author enumerates many ways of promoting interest in the game. The illustrations are effective.

C. E. D.

* * *

Track and Field. By Charles W. Paddock. A. S. Barnes & Co., New York. \$2.50.

Charles W. Paddock, former world's champion sprinter, has briefly but thoroughly covered all the fundamentals of track and field events in this book. Some of his training schedules are to be questioned as to their practicability in the east due to their time element, but many valuable hints are given that can be applied everywhere. He has considered the subject as composed of four parts. All the events fall into one of these four classifications, which are "speed," "stamina," "strength" and "spring". He has a good number of il-

illustrations many of which are pictures taken at the last Olympic Games. The field events are not as well treated as the track events and the author seems to be a bit prejudiced and favors the western styles and forms of execution. These are stressed more than the others.

A complete summary of all records is given together with accurate descriptions of outstanding achievements. Space is also allowed for the tabulation of any new records that may be made as time goes on. There is a good bibliography.

W. M. P.

PERSONALS

William Kittlaus, '30, was married on April 17 in Syracuse, N. Y.

Albert Haas, '16, and family visited in St. Louis during the spring vacation.

Mera Dinehart, '25, was married March 28 to Mr. Merlin G. Richard, of South Bend.

Miriam Danner, '30, who teaches in Jeffersonville, Ind., was a visitor at the College during spring vacation.

Since December 1, Leo J. Doering, '24, is broadcasting exercises over WHBF in Rock Island, Ill., three mornings each week.

Several Buffalo Alumni stopped off for a visit at the Normal College during the spring vacation, among them Carl Baumann, '29, Fred W. Braun '26, and Margery Woods (Mrs. John Stocker), '24.

Classmates of John Simcox and Dorothy Sinclair who attended the Normal College during 1929-31 and then got married, will be interested to learn that the stork brought them a daughter on January 21.

Carl J. Kroh, '79, despite his age of 81, is still very active and has charge of physical education activities for a steamship company in San Francisco. He is hale and hearty and says that he will reach the century mark.

Among the visitors at the College during spring vacation were Ray Glunz and wife (Renilda Kittlaus), both of '21, with their two healthy girls. They motored to St. Louis for a visit with Mrs. Glunz' parents, Mr. and Mrs. Louis Kittlaus.

Clarence Porter, '24, like some other Alumni, is teaching regular work in the grades in Missoula, Mont., as physical education supervision was discontinued in the public schools. On the day he wrote the letter in February, he reports a blizzard with the thermometer 15 below!

Oscar Staiber, '28, who returned to the Normal College last fall to complete the requirements for the degree, left at the end of the first semester for San Francisco where his wife was awaiting him. On March 14 the stork brought her a nice baby girl and they named her Marlene Virginia.

On their way to the convention in Louisville, the following Alumni stopped in Indianapolis to see their Alma Mater once again: Margaret and Meta Greiner, both of '27, Bernice Lorber '25 and Anna Schmook '14, all of Chicago; also Max Alletzhauesser, '88, of Duluth, and Robert Nohr, Jr., '13 and wife (Harriet Mead '12), of Madison, Wis.

Alumni and all instructors who will attend the German Turnfest in Stuttgart this year, should not fail to go to the Deutsche Hochschule fuer Leibesuebungen (German College of Physical Education) in Berlin, where a special course for foreign instructors will be held July 17-22. The total cost including automobile trips, food and lodging for the six days will be eighteen dollars.

—The pioneer had mosquitoes but he was free from questionnaires.—E. C. Hartwell, Superintendent of Schools, Buffalo.

ALUMNI BULLETIN

Published four times a year at Indianapolis, in November, January, March and May, by the Alumni Association of the Normal College of the American Gymnastic Union.

OFFICERS: Wm. K. Streit, Cincinnati, President; Alvin Romeiser, Indianapolis, Vice-President; Thelma Armfield, Indianapolis, Secretary; Curt Toll, Indianapolis, Treasurer.

Price, 50 Cents a Year
Address all Communications to

ALUMNI BULLETIN
415 East Michigan Street, Indianapolis, Ind.

MY TRIBUTE TO THE TEACHER

There will be no moratorium on education. A moratorium on education would mean a moratorium on civilization. This is one of the reasons why teachers will continue the schools, pay or no pay. The nation, as it becomes aware of the services and sacrifices of teachers and of the great significance of their courage and farsightedness, will show the appreciation that it has shown to its soldiers who sacrificed their lives for their country.

In the crisis of the seventies, I was amazed, as a boy, at the sacrifices made by the pioneer teacher of that day. Since then, I have observed that whether in time of famine or in time of plenty, the teacher has not lived for self, but for the children and the community. I have noticed that the selfish man or woman seldom remains long in the profession.

When the terrible days of the World War came upon us, who led in food conservation? Who led in the sale of liberty bonds? Who led in collecting food, clothing, and funds for the Red Cross? Who kept the schools going, whether funds were available or not? And what of the teachers of today? They are serving in a worse crisis than ever before. Their responsibility is greater. Environment is more destructive in its effect on children. The teacher-load is almost

doubled. In spite of all this, the teacher is again leading in welfare activities. There may be a delay in pay—a month or six months—or the pay may be cut off for the year, yet the work of the school goes on!

Who is it that removes gloom from the lives of children who come from homes filled with sorrow and suffering because of the depression? Who is it that inspires children with courage and ambition? Who teaches them to look forward to better days? Who is it that is saving civilization in these dark hours?

All honor, therefore, to the teacher of 1933! Your courage and your devotion stand out as the safeguard of our democracy and as the hope of the nation!

J. W. CRABTREE,

Secretary National Education Ass'n.

IN MEMORIAM

William H. Gehrman died on February 15 at the age of about 75 years. He was a member of the class of 1881. After graduation, he taught in Turnvereins for a number of years and then entered business in Davenport, Iowa, where he remained until his death. While not active in physical education in his later years, he retained his interest for the profession and for the Turnverein. Of the class of 1881, five are living, namely: Wm. A. Stecher, Alvin Kindervater, Otto Greubel, Emil Thielecke and George Vonnegut.

On March 26, Dr. Herman Osterheld died at the age of 67. For the last twenty years he practiced dentistry in Indianapolis, where for a number of years he had been instructor of the Socialer Turnverein. He attended the Normal School while it was temporarily located in Indianapolis, in 1890. Later he taught in St. Louis societies and also studied dentistry there.

NATIONAL PHYSICAL EDUCATION
CONVENTION

The national convention of the American Physical Education Association held in Louisville, April 26-29, was well attended in spite of salary cuts, futures devoid of security, no jobs. The program was interesting, instructive, and inspiring. Fewer general meetings and a greater number of sectional meetings gave those who attended more opportunities to follow specific interests such as dancing, athletics, therapeutics, camping, etc. However, it was frequently difficult to decide just where to go because so many beneficial and interesting subjects were being discussed at the same time.

The Normal College men of the junior and senior classes gave a demonstration on Wednesday afternoon before the Dance Section. Mr. Rath was to have read a paper preceding the demonstration outlining his views on "Objectives in Dancing for Boys". Because he was called to Pittsburgh due to the death of his father, Mr. Grover Mueller was kind enough to "pinch hit" and read Mr. Rath's paper instead. The demonstration was well received before quite a large audience. The general consensus of opinion seemed to indicate that Mr. Rath was doing an outstanding piece of work relative to rhythmic for boys and men, something most of us have known for a long time.

On Wednesday evening, the Normal College was again honored when four of its graduates were among those who received honor awards from the Association. They were Dr. Robert Nohr, Dr. A. A. Knoch, and Dr. E. A. Poos, all of Cincinnati, and Mr. Max Alletzhauer, of Duluth, Minn.

The high light of Thursday's program centered around the general meeting which came in the morning. Dr. Jesse F.

Williams of Teachers' College, spoke on "The Destiny of Physical Education." His speech revealed three big problems which lie before us. First, we need to aid other agencies in solving the problem of the enormous increase in the number of people suffering from nervous disorders. Secondly, we must base our principles of physical education on the philosophy that physical education is a way of living. There is no place in the program for a single type of activity. Health, strength and vitality are not ends in themselves but are only valuable if they are used to serve society. Thirdly, we need to change the sense of values of the worthwhile things in life. Disillusionment has arisen as an aftermath of the war and the complexity of modern life. We are afraid of sentiment. We have been a nation of smart Alecs, pushing ideals out of the picture. There is no disillusionment in a life full of ideals of service. We must teach people how to live rather than how to make a living. In the teachers lies the destiny of physical education.

Dr. Charles I. Lambert, also from Teachers' College, presented a paper on "The Function of Physical Education in Individual Adjustment." He gave appalling statistics to show the high percentage of individuals suffering from nervous and mental disorders frequently brought about by the inability of the individual to adjust himself to existing conditions. My interpretation of his views leads me to believe that education must concern itself with developing all natural impulses to the same degree so that a rational socially adjusted individual results. This is in direct contrast with the views held by many leaders of the so-called "progressive education" schools, where the particular aptitudes of the individual receive the major emphasis. Is the pendulum beginning to swing back? More food for thought! Doctor Lambert did show how physical

education has a specific job both in preventing nervous disorders by virtue of its recreational activities and social situations, as well as a therapeutic medium in aiding those already suffering from nervous disorders.

No one but the dynamic personality of Dr. Bromley Oxnam of DePauw University could hold an audience spell-bound after two other rather lengthy speeches. He gave six splendid ideals toward which education should aspire. First: Our goal for social living should be men and not things. Secondly: We need to recognize the solidarity of the entire world today, the unity of the entire human family. Thirdly: We must recognize the supremacy of the common good. Fourth: Equal rights must exist for all, the right to have a home, to play, to work, to develop to one's fullest capacity. Fifth: Co-operation together with competition is the law of progress. Up to the present, competition has been the main factor. The schools and even the churches have based much of their work entirely upon the competitive spirit. The new generation must learn to cooperate. Sixth: Love and not force is the real social bond.

Of course one could go on at length reporting the many fine things which are discussed at such a convention. But time and space limits.

The convention luncheon was well attended. The Normal College had two tables reserved for its Alumni. There were many familiar faces among those present. Who wouldn't enjoy a convention when so many of the old grads get together?

The Normal College was well represented in all fields. Altogether it was a successful convention.

C. L. H.

Have you paid your Alumni Dues?
Only one dollar per year.

COMMENCEMENT

The Normal College Board of Trustees has approved a plan submitted by the Administrative Board, for graduation exercises entirely different from the customary commencement.

Both the demonstration and the exercises will be given in the evening, in the gymnasium. Members of the graduating class will give the demonstration of physical education activities. At the same time, speakers will be seated on a raised platform at one side, and will be joined by the graduates after a hurried shower and slipping into their gowns and donning their caps. Then there will be the usual farewell address and the distribution of diplomas. The audience will be seated in the balcony and around the sidewalls of the gymnasium. The combination of the two events should be interesting.

The date for the commencement is Thursday, June 1.

ON TO CAMP

With the beginning of spring weather, students have taken up outdoor work and now are anxiously looking forward to the trip to Camp Brosius on June 3. The camp course will begin June 5 and will end June 28. It is cut short by three days because the convention of the American Gymnastic Union will be held at Camp Brosius from June 28 to 30. A national meet of Juniors is also scheduled for this time and the participants will occupy the students' cabins during these three days.

Many Turnverein instructors will go to Camp Brosius for the convention and the Junior Turnfest and we hope that most of them will remain for the summer session which begins July 3.

SUMMER SESSION

The Chicago Exposition will no doubt attract many teachers to the "Windy City." Those who have seen some of the structures erected on the lake front will be wondering what they may get to see inside—possibly many things just as bizarre and unfamiliar as the buildings impress one on the outside. But, whether you like them or not, do not forget that Camp Brosius is located only 150 miles north of Chicago and that most likely very low railroad fares will be in force this summer. Thus you are offered a splendid opportunity to attend a summer session in the camp of the Normal College at Elkhart Lake, Wis.

The program of the session has been mailed to all Alumni. You have read it and know what courses will be given this year. It may not be amiss, however, to point to the opportunity of earning credits toward the degree by taking one of the following courses: School Administration, Methods of Teaching Health, Organization and Administration of Camps, or Methods of Physical Education, and Tests and Measurements in Physical Education. Mr. Emil Rinsch, Mrs. Clara Ledig Hester and Dean Emil Rath will give these courses. Then there is also the opportunity of getting new material and new ideas in Dancing, Polymotor Rhythmics, Demonstration and Exhibition Work, and Skill Activities. In addition to Dean Rath and Mrs. Hester, Mr. Otto Eckl will be with us again at Camp Brosius in charge of practical courses.

Inasmuch as many Alumni lack but few credits to complete the requirements for the degree, the Normal College also offers a short intensive course to follow the regular session; it will last two and one-half weeks, from August 7 to 22. By being permitted to select but one course and by intensive study during the brief

period, one may earn three semester hours' credit. The courses from which one may select, are: Methods of Organizing Physical Education, Tests and Measurements, Physical Diagnosis, Physiology of Exercise, Criminology, and Modern European History. The first two courses will be given by Dean Rath, the next two by Dr. Carl B. Sputh, and the last two by Mr. Rinsch.

The great majority of graduates of the former two-year course and the three-year course has now completed the requirements and the number who may be expected to come to summer sessions for credits is getting smaller; this summer may be the last during which so many courses are offered. It is in the interest of all Alumni who are still working toward the degree, to take as much work as possible this summer; they can make a total of nine credits in seven and one-half weeks. We trust that all who are in this class as well as all others who like to combine recreation with studying and who wish to acquire new material, will register for the summer session at Camp Brosius.

—Have you heard of many individuals going wrong while at work or while at school? A national survey of arrests showed that 80 per cent listed were for misdemeanors committed during leisure hours. Leisure is a great by-product of the machine. Are we going to make it a detriment or a blessing? — Dorothy Enderis, Director of Extension Department, Milwaukee.

—I protest the current attempt to make socio-educational leadership the scapegoat for the sins of economic leadership. . . . Throughout the Nation we are trying to balance budgets by cutting the very heart out of the only things that make government a creative agency.—Glenn Frank, President of the University of Wisconsin.

STUDENT ACTIVITIES

Student Council

The Student Council has just finished a revision of the monitor system. Some monitors not needed have been eliminated. Some have failed to make written reports. The entire system has now been put upon a more objective basis. We trust that the change is for the better and will bring about better cooperation and spirit between the students, the faculty and the council.

SECRETARY.

* * *

All-Student Association

Yes! all the students are still associating even after the successful skating party predicted in the last issue of the Alumni Bulletin. Many of the students enjoyed the floor while the floor enjoyed some of the students, too.

Unfortunately our treasury was badly treated by the bank holiday; of course, the money is safe, in fact, it is so safe that even not we can get it. In spite of this limitation we have carried out a moderate program of activities. The athletic committee and the Annual committee have proceeded as usual, but the social activities were curtailed. Now that the depression is over we can get back into the swing, but not for another ride.

The basketball team finished with games evenly won and lost. This is the second consecutive year that we have been able to present such a record. The gym team won an apparatus meet at Fort Wayne and also won the first three places in all-around competition at the A. A. U. meet held in Cincinnati. Since that was the only event open to our team we can consider the result excellent. On both trips the team was accorded a very warm welcome and according to reports the members enjoyed themselves immensely. The volleyball, track, and

baseball teams have likewise gotten under way. On April 22, the baseball team went to Muncie and met Ball State Teachers College. Normal College won, after a regular pitcher's battle, 17 to 16. Let's hope that the team will continue the season as well as it was begun.

Hiking seems to become popular again as it once was. So far the freshmen have enjoyed a hike, but all classes have planned them. The trend seems to be toward simple pleasures.

And now our thoughts wander to finals, graduation and Camp Brosius. Some day we hope we will all meet again at Normal.

F. A. PLAG.

* * *

Seniors

Soon we will say "Au Revoir" to our friends, classmates and teachers. We regret our departure, but our course here is finished and to progress we must seek goals further up the road.

After four years at the Normal College, we feel certain that we are fit to tackle a job in our chosen profession, Physical Education. It is with this confidence in ourselves that we hope to achieve results which Normal will be proud of. How far we will succeed depends on how hard we will work.

In a few years we will probably be scattered all over the country in pursuit of our profession. But though we will be scattered to the four directions of the earth we will always look toward Normal College with a feeling of friendliness. Again we say "Au Revoir" and "Good Luck" to all who follow us. May they, as we, receive joy and happiness in their future work.

L. C. J.

* * *

Junior Class

Last term, the Juniors gave their annual entertainment. By all reports we gave a good performance, as we always strive to do in anything we undertake.

"Finals"! We dread the word; but nevertheless we will do our best, as we in-

tend to do after we leave Normal and have unpleasant tasks to do.

The time is ready for our Junior class to take the final step at Normal College "Graduation". We are happy; but sad at the thought of leaving school, our friends, and our classmates. We leave here proud of the chance to make a name for Normal College students at Indiana University. We hope to give our greatest efforts in striving for bigger and better records at I. U., than we have in our past three years at A. G. U. Our motto, "Rowing, Not Drifting", will be our guiding light. H. L. S.

* * *

Phi Epsilon Kappa

Phi Epsilon Kappa has weathered well the shadows of the past few years. April 12th marked our twentieth anniversary, and in these twenty years, we have made a marvelous advancement. Comparing Phi Epsilon Kappa with other Greek letter organizations, we find that we rank with the best in every respect.

Our most recent social event was the banquet at which we observed Founders' Day. The Irish wit, contributed by our president, Brother McCarthy, added spice to the program.

Needless to say, we are all looking forward to our Spring Dance, which is to be the big event for the month of May. We have combined with the two sororities, Phi Delta Pi and Delta Psi Kappa, to make it a grand success.

Seven pledges will be taken under the wing of Phi Epsilon Kappa this month. They are Lou Jurinich, Herb Snyder, Al Eberhardt, Wally Studer, Pat Salemi, Mel Oppliger and Mike Valentine. We are glad to welcome these men into our midst and know that they will work with us to uphold the standards of the fraternity.

JOS. C. JANELUNAS.

THE HEART OF ATHLETES

Following are the main conclusions drawn by Dr. J. W. Wilce, Ohio State University, in his talk before the physical education section of the Southwestern Ohio Teachers Association on October 28:

1. The great majority of "Athletic hearts" are those with history of hard training superimposed on hearts with relative inferiority factor caused by:
 - a. Past disease.
 - b. Current disease.
 - c. Predisposing cardiac inheritance.
2. Educational administrators as well as Physical Education leaders have a clear responsibility in this field.

It lies in, not only inviting, but insisting on adequate medical examination, graduation and supervision of students in Physical Education activities.

This supervision should have the insight and courage necessary to protect the owner of the inferior or potentially inferior heart before its weakness is made greater by sports participation (other than properly graded activity). The line between an undesirable pampering as contrasted with proper precaution should be carefully drawn.

The great normal group should be reassured. The Athletic heart bogey should be dismissed from the minds of athletes and parents. Normal youth should be given continual encouragement to that normal wholesome physical activity and sport which is so important in their larger education.

One has only to review an outline of the text-books of the past hundred years to know that the children of each decade have had to forget what was solemnly taught as the final word in the previous decade.

MID-WEST CONVENTION

The Wichita convention was arranged with several changes from former programs which I think were improvements. Only four general sessions were held with only one speaker at each session, and there were many more sectional meetings. I had the honor of presenting Dr. E. H. Lindley, Chancellor of the University of Kansas, at the Friday meeting and wish to quote a few sentences from his address on "Inter-Collegiate Athletics in Relation to Rational Physical Education":

"Many people indulge in de-creation instead of re-creation. They spend Sunday getting in shape for Monday."

"In all American colleges there is a conflict between the Greek and Roman view of recreation. Unfortunately, the Roman hippodrome idea prevails. The Greek view of education for moderation—by music and gymnastics—is ignored. If the physical educators will not produce a rational program, they will be swept out of the back door."

"Recreation should increase the store of energy which in many people is perhaps below a 65% capacity. Men who are leaders work with an 80% to 90% capacity. Their bodies are good servants of the intellect. A good body, like a good servant, achieves much and demands little."

The sectional meetings offered much to the visitors. It is impossible to even give an idea of the content. Summaries will appear in the Journal of Health and Physical Education.

The banquet was unusually well arranged. An Indian theme was carried out with proper music and decorations.

There was also a very interesting demonstration participated in by the elementary, junior and senior high schools, Scout organizations, Y. M. C. A. and Y. W. C. A. and a number of colleges and universities of Kansas.

The Council meeting decided to petition the national organization for the right to divide the Mid-West into an Eastern and Western section with the Mississippi as the dividing line. If this is granted, the Western section will hold its 1934 meeting in St. Paul and the Eastern in Cleveland; if the plan is not endorsed, then the Mid-West will hold its next meeting in St. Louis.

E. R.

Dr. Carl Diem, General Secretary, German National Commission for Physical Training, while in attendance at the International Recreation Congress at Los Angeles last July, was questioned regarding the effect on girls of participation in sports and the possible danger of exploitation. Dr. Diem, while doubting the advisability of girls going into the Olympic Games, believes they should participate in all types of activities except boxing and wrestling. In Germany the girl is safeguarded by a very thorough physical examination and every city has a "sport doctor." This is compulsory in the schools, where women athletic leaders are also required. The Catholic Church in Germany forbids spectators at girls' events, but interest in athletics is so strong that thousands of young women take part in such performances in the stadium. Nine and ten year old girls participate in sports, but not as strenuously as boys.

The danger was pointed out that the segregation of girls under women leaders and boys under men directors at an age when they might well be playing together may result in their becoming self-conscious and embarrassed in each other's presence. Doctor Diem believes it is the function of the home to educate in right relationships. In Germany the athletic program of the school is directed by the state; outside the school, turnvereins and similar organizations function.

PROBLEMS OF THE YOUNG TEACHER

W. K. Streit, president of the Alumni Association and Director of Physical Education in the Cincinnati Public Schools, wrote a very interesting paper on the above topic, from which the following paragraphs have been selected.

Seven factors determine whether or not an applicant obtains a position. Some or all of these operate in the case of every applicant for every position. The first of the seven is Supply and Demand. An over-supply of workers in physical education, as in any field, means persons out of work in that field and low salaries, in general, for those who have work. It has been estimated that one-third of the present crop of teachers will secure positions this year.

Training and Experience is the second factor. School systems of even ordinary standards will not employ as teachers persons who lack professional training. Not so many years ago, a one or two-year normal school training was sufficient to secure a position. Now a four-year degree is the minimum in most places. A record of successful teaching experience is important in securing advancement in one system or in securing a new position. Here, personal contacts are important. Usually, the successful candidate has the endorsement of influential men and women with whom he has made contact in his training or experience and whose respect he has won.

Competent employers desire teachers and administrators of superior Intelligence, which is the third factor; but intelligence alone seldom determines employment.

Fourth on the list is Personality. There are men and women of outstanding personality—instantly likeable; magnetic, charming, inspiring; of assured popularity and influence. There are others well

above the average—agreeable, tactful, sympathetic, unselfish. They have good habits, good ideals. They “wear well”. They dress in good taste. They are careful about their hair, skin, teeth, nails. They keep their voices pleasing and well modulated, their articulation clear, their tempers under control. They cultivate a variety of interests such as music, drama, travel, literature. Most individuals are of average personality, but interests and habits can be cultivated to lift them above the average.

Health is the next factor. Certainly our teachers of health and physical education should excel in this. It is our chief commodity. Teachers, parents and pupils alike expect us to be healthy and to be good living examples of our profession. Employers in education as in other fields, wish to consider only applicants in good physical and mental health.

Next we have Elements of Prejudice. Deep-rooted in the economic and social structure are certain prejudices. These involve the applicant's age, sex, race, religion, nationality, political views, marital status. Irrespective of proven fitness, an applicant may fail to obtain a position because of the influence of one or more of these prejudices.

And seventh is the element of Luck. Sometimes through sheer luck a person may obtain a position.

There is a wide variation among employers. They differ in likes and dislikes, in their philosophies of education, in their judgments, in the salaries they can offer.

A superintendent of a large mid-western city, in listing qualifications that he looked for in an applicant for a physical education teaching position, placed character first, personality second, preparation third and demonstrated success fourth. He believes that because of the closer contacts and because of the fact that the physical education teacher en-

ALUMNI BULLETIN,
415 E. MICHIGAN ST.
INDIANAPOLIS, IND.

Return Postage Guaranteed.

ters more intimately into the life of the student, that teacher should be the highest type individual he can find. Hence, he placed character and personality above preparation and ability.

In order to give you some idea of what some city school systems require of their applicants, I quote from the regulations of one near by city. "All candidates for positions in health and physical education must have a four-year degree with a major of at least sixty semester hours in health and physical education from an accredited teacher training institution.

"An elementary school candidate must have a teaching knowledge of rhythmical activities, stunts, apparatus, story plays, corrective work, mimetics, folk dancing, clogging, track and field athletics and game activities. He should be a good organizer, fair performer and thoroughly interested in children.

"The secondary school applicant must have a sympathetic understanding of the problems of the adolescent child. He should be a good performer and a good organizer. Women candidates should be qualified to teach swimming, life saving, dancing, indoor and outdoor sports and games, and correctives. They must have ability to conduct intramural athletics, tournaments, field meets, play days and demonstrations. Men must be able to teach swimming, life saving, stunts on and off the apparatus, various sports and games, and correctives. They should be qualified to coach at least three of

the following sports: football, basketball, baseball, track and field, swimming, cross country, tennis, golf and gymnastics. Intramural sports, tournaments, field meets and demonstrations are important activities which high school men should be capable of directing."

—Evidence to be found everywhere definitely points to one major significance, and that is that where physical education has been wisely administered, and every home has felt its results, the people are defending its place in education. It has been interesting, but alarming as well, to hear some of the criticisms made about physical education in the schools. Here are some examples of these criticisms: There doesn't seem to be much teaching going on—the teachers strut around in the gymnasium and on the field in their street clothes—the big after-school program we hear so much about is a myth—it costs more than any other program—why doesn't the superintendent of schools give a detailed report of the physical education program—why are so many well-paid physical education teachers engaged in officiating at games for attractive fees and yet complaining of the length of their teaching schedule? Needless to say, some of the choice bits of dissatisfaction which have come to light during these stock-taking times are hard to defend.—News-Letter of the Massachusetts Bureau of Physical Education.