

Alumni Bulletin

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No. 2

THE SUMMER SESSION

A scene in the vicinity of Elkhart Lake in Wisconsin printed in the "Kohler of Kohler News": A babbling brook, clear water running over rocks and logs; deep forest on one side, a flower strewn meadow on the other. A rustic bridge leads across that little stream, and on it is a boy dressed in overalls, fishing rod in one hand, the bait bucket in the other, and at his side sits his dog. It seems like the very place where the writer only last summer succeeded in landing a few of the finest brook trout.

What wonderful days have we spent at beautiful Camp Brosius! What a pleasure now, in midwinter, to think of those warm, sunny afternoons on the lake or in the woods! Remember that swim in the fine clear waters of Elkhart; those trips in the big war canoes; the bright star-lit skies and the full moon over the lake?

Notwithstanding the poor attendance of last year, the Board of Trustees of the Normal College has decided to continue the summer sessions. If you would enjoy life in full for a few weeks, combining profitable work with a splendid vacation, come to Camp Brosius next summer. If you wish to spend some summer weeks close to nature: swimming, boating, hiking, fishing, come to this beauty spot in Wisconsin, the summer home of the Normal College.

The complete program will be mailed to the Alumni within a few days. We might call attention, however, to the faculty which is again headed by Mr. W.

A. Stecher, director of physical education in the Philadelphia schools and editor of "Mind and Body", who will be director of the summer session and will lecture on "Principles and Organization of Physical Education." This is a new course for Mr. Stecher and will give the students much new material. Credit toward the Bachelor degree will be given for Anthropology, to be given by Mr. Emmett A. Rice; Health Education, by Dr. W. A. Ocker, and Nutrition, also by Dr. Ocker. Other lecture courses are: Anthropometry and Physical Diagnosis, by Dr. Carl B. Sputh, and School Hygiene, by Dr. Ocker. Practical work includes the usual subjects under the direction of Mr. Otto Eckl and Miss Clara Ledig; Basketball for men, Dr. Sputh; for women, Miss Ledig; Swimming and Diving, taught by Mr. Ernst Klafs.

It is none too early to think of next summer's work, and we request the Alumni most urgently, to call attention of other teachers to the Normal College summer sessions.

CALMNESS AND REPOSE

Repose has been well called the cradle of power, for those who cannot control their own passions can never possess the power to move or control others. Possibly it is for this reason that those men whom the world acclaims as great are almost invariably known as "cold" men; they could not be great if they

were not "cold." The world may not always love such men, but its admiration it must always accord them.

A business man of India, Hindu, was asked recently to address the Chamber of Commerce of New York City, the world's greatest metropolis. As was to be expected, the Hindu expressed his amazement at the signs of material progress and the evidences of such vast material wealth; "but," said he, "I would not accept all your wealth and all your progress in exchange for the two things which India possesses and which America so obviously lacks, namely, calmness and repose." Is the Hindu right?

This hustle, this bustle, this rushing hither and thither, this nationwide unrestfulness, this mad haste, what is it all about? what is gained by it? and whither is it trending? Nothing is so obviously true than that the vast majority of Americans are living under a strain which human nature was never intended to bear. Millions of us are habitually stretched to the breaking point to meet the demands of the complicated relationships of our overly vaunted progress and civilization.

The results are evident on every hand in the overflowing insane asylums, crimes of violence, disregard for accepted moral codes, sumptuary legislative statutes which are inspired by emotional fanaticism, and an increasing disregard for and lack of appreciation of those spiritual forces which alone enable men to build up worth while characters—characters which are strong because erected upon firm moral foundations.

It seems that the Hindu is right, for material wealth and progress without spiritual calmness and mental repose is the answer to the unparalleled moral chaos of America today.—(The Kalends of the Waverly Press and The Williams and Wilkins Co.)

PERSONALS

Anita Hartung '21 is now a graduate nurse.

Ethel Emrich '19 became Mrs. Frank Clauson last summer.

Jewell Gordon Beyer '19 has another son, born December 3, 1926.

Albert Schaffner '18 joined the ranks of the married men last summer.

Dorothy Padden '25 has accepted a position on the Chicago playgrounds.

Goldie Howard '22 is now Mrs. Elmer H. Martin and lives in Indianapolis.

A boy named William Louis arrived on January 5 at the home of Wm. Zabel '12.

In October a little girl named Marilyn came to the home of Inez Lemmon Lang '18.

Ena Naffz '14 has been living in Paris for some time and is giving dancing lessons.

Delia Gipe '10 was married last summer to Mr. S. N. Smock and is now living in Indianapolis.

Dean of Boys at Nicholas Senn High School in Chicago, is the new title of August Pritzlaff '17.

Louise Bessire Griswold '19 has stopped teaching in Chicago and now lives at Highland Park, Ill.

John William Porter, is the name of a little boy that arrived in the Lincoln home of C. S. Porter, '24.

Adele Martens '21 was married during the holidays. She continues teaching in the Kansas City schools.

After taking her degree at Illinois University, Esther Wieland '21 is continuing her studies in Chicago.

It is reported that Evalyn Williams '23, of Kansas City, is to be married in April and will live in Florida.

Because of illness, Vera Carr '24 gave up her work in the Wisconsin University and is living at home in Chicago.

The marriage of Laura Louise Mead '20 to Dr. Charles W. Bressler-Pettis took place in Madison, Wis., on January 1.

Lelia Guenther '16, for years in the Buffalo schools, has accepted a position as assistant supervisor in the St. Louis schools.

The marriage of Laura Elder, '25, to Mr. Osman Myron Corson took place in Philadelphia, February 12. Their home will be Stone Harbor, N. J.

Three of the '24 graduates, Hattie Hettich, Gladys Larsen and Gretchen Stuart, have received permanent assignments in the Chicago public schools.

The Physical Education department of Pennsylvania University granted Freda Brister '25, two full years' credit for the work completed in the Normal College.

"My work at the School for the Blind (Louisville) gets more interesting every day. In fact, I like it so much that I put in extra hours to teach advanced work to those who are capable."—Martha C. Schneider '24.

While teaching in the Detroit Socialer Turnverein, Paul Foran '18 continued his studies and has received the degree of Bachelor of Science in Education from the Detroit Teachers College. He is now teaching in a Junior high school.

Among those who received their degrees from Akron University in 1926, were Ralph Shafer '17 and Mrs. Ralph Shafer (Elsa Hein '13). Both came to Akron in 1921 to direct the physical activities in Central High School; Ralph is now assistant director of athletics at the Goodyear Co.

Instead of attending summer school as was their wont during the past three years, the inseparable three (Russell Schott, Andrew Lascari and W. K. Streit) took an 8,500 mile motor trip through the picturesque West. Some of

the main points of interest touched were the Grand Canyon, Arizona, Indian Reservations, Catalina Island, Movie Studio in Hollywood, Yosemite Valley, Bay Cities, California, Crater Lake, Oregon, Columbia River Gorge, Puget Sound Region, Lumber Camps in Washington, Montana Mining Country, Yellowstone Park, Cody Drive, Cheyenne Frontier Days, Pike's Peak, and the homes of the trio in Belleville, Illinois, Sacramento, California, and St. Louis, Mo., respectively. No less than fifteen states were traversed by the Ford and its passengers. We hope to see the trio at Camp Brosius again this year.

PRESENT STATUS OF PHYSICAL EDUCATION IN EUROPE

"Nearly every Continental country was originally led to the fostering of physical education through the military motive; the idea was that gymnastic societies and gymnastics in the schools produced good soldiers. Physical education for girls awaited new theories and aims. The many years of peace that followed the Napoleonic era required new motives for a widespread system of physical education.

"The general advance in physiology, bacteriology, hygiene, and medicine formed a basis for new theories. The recognition of the value of good health, from the individual and humanitarian point of view, tended to place physical education on a level with mental and moral education. These ideas broadened the field of physical education to include hygiene, dietetics, ventilation, sanitation, municipal and school playgrounds, and linked it closely with medical inspection and school nursing. Nearly every country in Europe has adopted medical in-

spection in the schools and has required health and physical examination of the pupils as a logical preliminary to physical education. All accept hygiene as a study for the schools and community. The playground movement has invaded every nation and has influenced the school gymnastics in the direction of group games. The love for games and the instinct to play, bolstered up by the argument that supervised play is an agency of moral training and character building, has threatened to produce a decline of formal gymnastics in many countries.

"The World War has induced every nation to take stock of its man power and to look to the future. Everywhere sports, gymnastics and general physical development are regarded as the best if not the sole agency of national regeneration."—(From Rice: A Brief History of Physical Education.)

OMEGA UPSILON

We all greeted the dawning of Thanksgiving Day with vim and vigor. With so many of our Alumnae back a renewal of old times was the thing in order. There was little Biffie all the way from Johnstown, Pa., Ann Hausknecht from Cincinnati, June Brubaker and also a guest of ours, Rhoda Cameron, who has just recently returned from Hawaii. The return of our Alumnae was celebrated by a party dance on Thanksgiving Eve.

The following Saturday afternoon we were all entertained at Peg Lytle's with a bridge party. Our "Cubbies" put forth every effort to prove to our Alumnae that they were worthy by staging stunts. We decided after due consideration to award the honors to "Cubbie" Hunt as far as bowery singing is concerned. Vonda Browne is quite an elocutionist, and Vivian Ruell is the

"Cubbie Clown." After the departure of our visitors, we all agreed that it was rather lonesome and so Morpheus was ignored for a midnight discussion.

On Tuesday night, February 8th, we had formal pledging at the home of Jane Duddy. On that night Alma Teifert became a cubbie. We all seemed to hear the faint ringing of wedding bells that night. Jane, we wonder!!

What next? Grades, and after that—Well, cubbies, do you think you'll realize what tacks mean? We Omegas all have a premonition that you will.

STUDENTS VISIT KOHLER

The model, spotless town of Kohler is the pride of that section of Wisconsin in which Camp Brosius is located; of course, everyone knows that Kohler ware is manufactured there. This company's publication "Kohler of Kohler News" in its July 1926 issue, tells of a visit of Normal College students and a baseball game between the Normal and the Kohler teams. The less said about the game, the better; because our boys managed to make two runs against thirteen scored by the Kohlers. But the members of the June class have much more to say about the hospitality of Kohler. They were heartily welcomed and enjoyed every minute of their visit.

Upon their arrival by interurban road from Elkhart Lake, they were taken through the plant, office and medical department, and after the game, were the guests of the Kohler organization at dinner served in the American Club. Several participants spoke and Dean Rath explained to the Kohler people the purpose and activities of Normal College. The students returned to camp late in the evening. Kohler with its large manufacturing establishments, its beautiful club building, and its model

houses, made a great impression upon our boys and girls. They greatly appreciate the reception and entertainment provided by the Kohler organization.

SCHOOL HEALTH AND PHYSICAL EDUCATION IN PHILADELPHIA

"Physical education, because of the teaching and administrative unit of activities it directs, furnishes the broadest and deepest setting for an effective method in teaching health," said Clark W. Hetherington, professor of physical education at New York University, when addressing the first session of the Department of School Health and Physical Education in Philadelphia, Tuesday afternoon, June 29, 1926. Dr. Hetherington stated that the teaching of a habit-building, interest-driven, thought-controlled conduct is one of the chief objectives of physical education. He declared:

"Physical education, because of the teaching and administrative unit of activities it directs, furnishes the broadest and deepest setting for an effective method in teaching health. It is the natural foundation for the building of interests in health. Other units of activities may supplement the building of interests and expand the information, but physical education is the natural correlating center for such efforts. The teaching of a habit-building interest-driven, thought-controlled conduct is one of the chief objectives of physical education. . . .

"The prejudice must be eliminated. It must be replaced by an intelligent public opinion. The progress of child welfare, health, and morality, depends upon it. But the need for this change has greater social significance than the progress of physical education alone. The stability

or progress of civilization itself depends upon a sound organism or 'physical' as a national trait. There can be no sane, wholesome, moral national life in the long prospective without a people with sound bodies. In the achievement of a sound physical as a racial ideal, eugenics holds the key to latent capacities, medicine holds the key to the elimination of diseases, physical education holds the key to the development of the fundamental latent capacities as they function in activity or behavior."

Other speakers at this meeting of the department were Grover W. Mueller, special assistant, Department of Physical Education, Philadelphia, Pa.; Captain Percy R. Creed, secretary, National Association The Sportsmanship Brotherhood, Inc., New York City, and Daniel Chase, chief of state bureau of physical education, Albany, N. Y. Grover W. Mueller told of the efforts being made in Philadelphia to gain the child's interest and cooperation in health by correlating health education with a program of physical activities.

The plan emphasizes to the child the intimate relation between the observance of health habits and physical efficiency. It includes athletic ability tests, competition and intraschool activities, vitalized health education, and character education.

Mr. Mueller stated that the project is being introduced in a few additional schools each year, and they seem well pleased with the results.

The second session of this Department was held on Thursday afternoon, July 1. Clifford J. Scott, superintendent of schools, East Orange, N. J., discussed Health and Physical Education in the Public Schools, saying that the aims of physical education programs should be definitely to seek to serve not only the wellbeing of the present boy and girl,

but also to give interests and attitudes and activities that carry over into later life. He concluded:

"It is important that physical education leaders fully realize that the school administrator must count heavily on their understanding of these aims and clearly see the great significance of their work in the attainment of the objectives for which the present day school must strive."

Elma Rood, teacher training staff, George Peabody College for Teachers, Nashville, Tenn., gave an address on teaching and supervising health education. She said:

"Teaching and supervising health education involves a clear translation and analysis of the life situations and activities in order that the classroom teacher may appreciate all available factors which influence the health, behavior, and attitude of each child, excluding from the child's experience those factors whose influence is unfavorable, and searching for and bringing into the child's experience those which contribute to his fullest development. Every child in the country now has at hand thousands of these experiences which may be drawn from home, school, and community. The job of the health education supervisor is to bring these possibilities into the consciousness of the school administrator and to help them become constructively critical of all the factors in the lives of children."

The Prevention and Control of Common Contagious Diseases Among School Children was the subject of Philip M. Stimson, Cornell Medical School, New York City. Dr. Stimson stated that any intelligent campaign aimed at preventing the spread of common contagious diseases, such as diphtheria and scarlet fever, measles and whooping cough,

should be primarily directed against common colds. He declared:

"All children should be immunized against diphtheria, scarlet fever, and smallpox. School health authorities should have records kept in their respective schools, which will show the percent of possible school attendance which is lost through absence due to various causes, particularly due to respiratory infections, to contagion, and to quarantine. By a comparison of methods used with results obtained, standardization of the best methods can be worked out."—(Journal of the National Education Association.)

VACANCIES IN PHILADELPHIA

At a recent examination for assistant supervisors in the Philadelphia schools, two applicants appeared. The city needs several good men in the department of physical education. Another examination will be held in spring. Any Alumnus interested may write for an application blank and other information to Mr. W. A. Stecher, Grant School, 17th and Pine sts., Philadelphia, Pa.

A HISTORY OF PHYSICAL EDUCATION

The teacher of physical education has for a long time felt the need of a good text on the history of this movement. True, there were Dr. Leonard's monographs and his articles on various phases; but the latter were not assembled in book form and the former gave but a meagre outline. In the normal schools of physical education the need of a text was particularly pressing.

Mr. Emmett A. Rice, a member of the Normal College faculty, has written "A Brief History of Physical Education"

that will be enthusiastically received by the teacher and student. It is published by A. S. Barnes & Co., New York, and the price is \$2.00.

Modestly Mr. Rice called his work a brief history. The term is one might say, misleading for the book is pretty comprehensive and the product of extensive research. The author has not been satisfied with following works now existing in German and French, but has gone into the subject very thoroughly, and has produced a book particularly suited to American readers. He traces physical education to its earliest beginnings and brings the history up to the present day. The book is well illustrated.

"A Brief History of Physical Education" should be in the hands of every Alumnus. The book department of the Normal College will accept orders.

DELTA PSI KAPPA.

A rag, a bone, a hank of hair—

A girl, a vote, a work, some blackballs,
a Psi Kap.

February 26 has been set for our formal initiation at which time the above sentence will be completed. We would like to have as many Alums back as possible, so don't write, but come.

Since examinations we have had a rummage sale and are now devoting a part of our time trying to convince others of the need of a good desk set and trying to find out how this set may be acquired. How, you say? By purchasing one or some of our chances. Would you be interested?

No doubt the alumni will be interested in knowing that plans are under way for an Alpha paper or bulletin which will be printed soon and which will contain news

of Alpha members. This comes as a result of a suggestion by Mildred Jost McCartney of Cincinnati, who was with us at Home Coming, and will be carried out by Sara Margaret Blackwell, editor-in-chief; Ann Wymond, assistant; Lydia Wolff, business manager, with the help of others. Any suggestions will be gratefully received.

At Christmas time we were visited by the "Duck" Norris of whom we have heard so much. We enjoyed our chats with her and voted we wished more Alumni would return.

"Frat" Brallier of Altoona, has been chosen to assist Dean Rath at Penn State College for the summer term.

INTERESTING DATA

To secure certain information about the Philadelphia Alumni, Mrs. Louise Debus Reichelt '16 mailed them a questionnaire and has kindly sent copies of the answers to the Normal College. The data obtained in this way, are very interesting, and the method may be used some day by the College for all Alumni.

The questions put by Mrs. Reichelt, in addition to the usual ones for name, address, year of graduation, etc., include the following:

If married, how many children? Have they athletic inclinations? If teaching, where and what subjects? List extra-curricular activities. List any particular feature you have put across. Have you taken additional work since graduation? Have you received a degree? Have you instituted any different type of work or devised some unique way to accomplish our objectives?

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MAN POWER vs. HORSE POWER

When I use the words "man power," I am using the word "man" in its generic sense, which includes both men and women. It was in 1822, I think, that the Rev. John Kirkland, in the commencement address at Harvard, said to the sixty young seniors that the world into which they were going was a much more complex world than the one into which he had graduated a generation before. Well, if the dear old gentleman thought the world in 1822 was complex, I wonder what he would say about this world in 1926. When I contrast the speed and complexity of this day with that, I am dizzy. One hundred years ago the fastest conveyance known to man was the horse, and the farmers in this section of Indiana were tilling the soil with about the same kind of utensils as had been used in the days of Julius Caesar, and communication was so slow that as you recall the Battle of New Orleans was fought two weeks after peace was declared, because the news had not yet reached that section of the country. Life is so speeded up, communication is so swift, that a man in Paris who happens to owe a debt in New York City can go into his bank at Paris at twelve o'clock noon, and the debt is paid at nine o'clock the same morning in New York, which is faster than we pay

our debts even in New York, but it can be done.

That increased speed of life has made the ideals of the American to be these—size, speed, power. Walter Lippmann, in his "Public Opinion," says that the stereotyped thought of the American people today is that whatever is small wants to be large; whatever is poor wants to be rich; whatever is slow wants to be fast; whatever is wants to be more so. We have a kind of addition complex, whereby we think we can solve all the ills of contemporary society. And I need not remind you of the statement of Dean Inge that the civilization that moves sixty miles an hour may be no better than that which moves twelve. I think I will go the "gloomy Dean" one worse and say that civilization which moves sixty miles an hour might not be as safe as the one that moves twelve, for here is the principle I want to lay down to you as teachers—no individual or no society is safe unless the forces that control match the forces that drive.

Now, we all know the individual products of our universities perhaps have driving power, brain and mental energy and physical attributes, but they have not the greater power to control all that, and they run away with themselves and upset thousands of other people. And we know, too, that society can so perfect its industrial efficiency and its mechanical skill that it does not have the man power to control it. And societies like that, as we have seen in our generation, can run away with themselves in war and in blood shed. In other words, there are those sane thinkers today who are convinced that we are perfecting a society in America in which the non-human mechanical element threatens to crush out the spiritual and the human element, and our task as teachers is to develop the man power to match the horse power.

You teachers, better than I, know how the horse power has been improved, even since the war. Professor Soddy, of Oxford, says that we are perfecting the use of energy which we ought not to perfect because we have not the character to control it safely. We know, too, that in contemporary society we are not perfecting the character power to control the horse power that we are generating in our mechanical and scientific lines. I am not here to decry youth. I think there is as good character stuff in the youth of today as in any former generation; but the difference is this, that we have catapulted the youth of today into a society which is moving sixty miles an hour, and it takes mighty good stuff to handle a civilization of such titanic force. I repeat, however, that our task is to create man power in America to match the horse power.

Let me lay down two or three concrete suggestions to us as teachers. One is this: If we are to educate a man power than can safely control our horse power, we must generate more respect for the elements of man power than we have for machinery. "Things are in the saddle and ride mankind," said Emerson, and that statement is even more applicable today. Our modern society is speeded to a terrific pace to keep up with the products of our factories. The pertinent problem of business today is not to produce enough to satisfy the needs of men; it is rather to increase the needs of men to take care of the output of our factories. We have begotten a whole new profession, that of advertising, whose function it is to enlarge the tastes and appetites of men to take care of this output of things. We have become so dependent upon things that we cannot get along without them. We need today a twentieth century Robinson Crusoe to show us how happy we could be if we

were deprived of many of the things we now think absolutely essential. In other words, we need to go back to the simplicities of life and the enjoyment of things that are beyond the material.

Here we are in this world of clothes and motors and houses, this world of figures and facts, this pitiable world where men with blinking eyes and slothful feet crowd down the narrow gorge which we call life, and we who are working in invisible things must have more respect from this materially minded public. We have been underrating the workers in ideas in America.

As some one has put it, those who can, do; those who cannot, teach or preach. That seems to have been the common conception that business in America has of the workers in ideas. I think, however, that we are beginning to see a trend the other way. I think we can see a renewed interest and respect in America for the teaching profession.

I think we can see a renewed respect for workers in ideas, and we must also get a renewed respect for the laws of man power. We teachers of science know the accuracy there is about scientific work and how eagerly the students devour the science courses in our universities. When they turn from astronomy and chemistry to working with character and spiritual values, they seem to think they are entering a region that is extremely elastic, because in work with relation to character, one man's opinion is as good as another's, and it is a matter of opinion after all. We must show men that the laws by which the spirits move are as deadly accurate as the laws by which machinery moves.

We pay our engineers far more than we pay our teachers. The engineers who lay the foundations of our skyscrapers know that accuracy is necessary in civil engineering; but when are

we going to learn that the same accuracy is required in the laying of the foundations of our children, and until we do learn that we shall go on building skyscraper buildings, but not growing skyscraper children. We have reduced the friction of our motor cars to almost a minimum because we are masters and mechanics, but we have increased the social friction in our communities today to almost a maximum of lawlessness and chaos.

The second thing we must do if we are to make man power match horse power is that we must have time to think. You cannot work with ideas and with invisible values without taking time to think. I have a friend who lived for a number of years in a New York east side parish and then moved to a middle western college town, and after he had been there a few years he told me this—he said, "The longer I live out here, the more respect I have for the mentality of the New York east side Jews. I am inclined to think there is more philosophical, clear-headed thinking going on in the centers populated by some of our emigrants than among some of our self-satisfied, conventional peoples who rotate between their investments, their motors and their amusements." In these days of the silent radio and the over-worked printing presses, we are doing a vastly increased amount of listening to talking over doing and seeing, and I am inclined to thing with an increased modicum of thinking.

We have improved the instruments of living, and our task is to take these great improved tools of life and with them enrich the characters of men. Many of our improved instruments are only thought-saving devices after all. Take the reading matter of today. Much of it, to my mind, amounts to nothing—he who runs may read—and we are get-

ting more and more to use these little pictorial papers and to substitute the pictorial for the paragraph, so that we may see the news at a glance without having to stop to think. The motion picture—I am no foe of the motion picture. I recognize their great potency; nevertheless, the motion picture has become what some one has called a substitute for thinking.

We need today not only to think ourselves until we can see the values of these invisible things, we must somehow make our children think for themselves. The mind of a student, say a student who comes from a small town to New York, is something like a kodak—it takes snap shots of everything that is going on, and it is a part of our tasks to centralize the minds of our youth and teach them to think for themselves.

And last, if we are to make our man power match our horse power, we must not only have a deep respect for man power, we must not only take time to think, but we must do that infinitely more important thing—take time for control of that man power.

With the boy or girl in school or college, the adolescent stage is very important. He feels budding within himself certain new powers that he has not yet mastered; he finds himself coming into new relationships in the college and the school to which he has not yet adjusted himself. He is awkward because he has powers and impulses that he has not disciplined. We know what happens to the raw recruit when he comes into camp and he is put to work on the drill ground—it soon brings out his character. What we need in America today is not so much more preaching of idealism—we have been having a good deal of such preaching the last ten years; what we need are local drill grounds of character where we may discipline our youth

and our adults in the squad movement of personal living, so that they can eventually move up to this great front line challenging the social and international tasks that face our nation.—(Rev. Ralph W. Sackman, New York City, in an address delivered at the 1926 Indiana Teachers Convention.)

PHYSICAL DEFECTS

A survey of 22,000,000 school children showed that more than 75 per cent have physical defects. Of these 15,000,000 had bad teeth; 2,000,000 to 4,000,000 fallen arches, defective spines or joints; 3,000,000 to 5,000,000 were suffering from malnutrition; 5,000,000 had defective eyesight; 1,000,000 had some degree of deafness; 1,000,000 had or did have tuberculosis; 250,000 had heart trouble and 200,000 were mentally defective. Physical examinations following enlistment and draft for the World War disclosed similar facts and others fully as startling. This showing looks as though we are a nation on crutches, but it is not quite so bad as that.

The worst feature of the situation is that adults usually assume such defects to be inevitable and frequently permit bodily ailments to occupy a prominent place in conversation when they should be ashamed to acknowledge the ignorance and neglect which have caused their abnormal condition. The quickened interest being shown in health education and in physical training will go a long way towards supplying the ounce of prevention which will do away with a large share of the remediable defects and forestall many others.

We demonstrate on mice or guinea pigs the necessity for a balanced ration and for foods which contain essential vitamins. We change the diet of the animals but permit habit and circum-

stance to dominate our own bill of fare when we know better.

Schools have done much to increase the average length of human life in this country. In 1825, the average life expectancy was thirty years; by 1850, it had increased to forty years; by 1900, to forty-six years and by 1925, to fifty years. Further lengthening of the span of life can be accomplished by helping children to establish good health habits.

Serious ailments often result from neglected minor ills. Attention early in the school year to nutrition, breathing, exercise, teeth, tonsils, adenoids, eyes and other neglected factors in health will forestall much sickness absence from school and retardation. Reports indicate that more attention is given to this important phase of school work this year than ever before.

A sort of fag-end man was boasting of his ancestors when a real man observed, "I'd rather begin an illustrious line than to end one." The teacher might well read this to the boys and girls.—(Ohio Schools.)

THE COLLEGE SONG BOOK

Subscribers to the fund which is to enable the Alumni Association to publish a College song book will be pleased to learn that the book is to be printed soon. As was stated in the previous issue of the Alumni Bulletin, \$188 has been subscribed. The cost of the book will be around \$300, and the officers of the Alumni Association feel that the balance still needed to cover the expense, will soon be received from additional subscriptions and sales. The committee in charge, Miss Clara Ledig and Mr. Wm. Streit, have gone over the material for which purpose Mr. Streit came to Indianapolis last Sunday, and we may look forward to the publication of the book in the near future.

LETTERS FROM ALUMNI

It may be of interest to note that in one Chicago High School—Lane Technical School—eight of the members of the physical education department which has a total of twelve teachers, are graduates of the Normal College of the American Gymnastic Union. It is my opinion that this number sets a record of A. G. U. men in one school. The large number of A. G. U. men is, perhaps, the reason for Lane's success with their Bi-annual Field Days and its large and extensive intra-mural program.

I am sure the alumni and students would like to know who these men are and the activities which they control besides their gymnasium classes:

Max Strass, class of '97, Athletic Director and Dean.

C. R. Barnickol, class of '18, Basketball.

C. L. Siebert, class of '21, Junior and Senior Track.

O. F. Kahle, class of '09, Boxing and Fencing.

A. O. Diete, class of '14 Gymnastics and Wrestling.

E. C. Klafs, class of '07, Swimming.

R. E. Pegel, class of '25, Assistant in Football, Track and Wrestling.

Dr. T. Shapin, class of '18, Trainer.

In the near future ground will be broken for a new educational center. This center will be situated on the spot where the A. G. U. National Tournament was held in Chicago in 1921.

The following institutions are included in the building program.

| | Capacity |
|---------------------------------|----------|
| 1. Lane Senior High | 4000 |
| 2. Lane Junior High | 3000 |
| 3. Junior College | 2500 |
| 4. Normal School | 2500 |
| 5. Trade Extension School | 2500 |
| 6. Stadium | 30,000 |

It is predicted that when all these units are completed the physical education department will have about twenty-five teachers and coaches. R.

* * *

I am pleased with the work at Belleville Turners and the enrollment is now between six and seven hundred with an average attendance of about 70 per cent.

I am inaugurating a Business Men's Class, beginning this coming Thursday, from 5 to 6 p. m., and about twenty-five men have signified their willingness to join.

The Optimist Club of this city has organized a class composed of street urchins, lads who would most likely go bad, if they were left to their own designs, also those that are too poor to attend the gymnasium, and I have been put in charge of their work in the gymnasium. I started this class last week and had fifty-four boys on the floor for the first lesson. It was a revelation to me how these boys took to the work. They were like children with a new toy. Some of those boys never saw the inside of a gymnasium before. The program I intend to follow out with these boys will be made up of health talks, hygiene, free exercises, apparatus work, and games. The organization of the class is supervised by members of the Optimist Club. I feel that this work is bound to bear good fruits, and possibly may react beneficially for the Turner organization of this city. If out of the entire class, we can only put one boy on the right path, I will be satisfied that my time has been well spent. While there is no financial remuneration in this project for the Turners or myself, we all feel that it is a cause well worthy of our time and efforts.

Arthur Hermann.

BUFFALO ALUMNI ENTERTAIN

The Buffalo boys who went home for the Christmas holidays are still talking about the fine entertainment and "get-together" given by the Phi Epsilon Kappa Alumni of Buffalo in honor of the present men students of the Normal College.

The affair was held on Wednesday, December 29, and started off with a bowling party in the afternoon. Brothers Burkhardt, Hofmeister and Kumpf proved they were leaders on the alleys as well as in physical education. However, the winning four-man team turned out to be Norm Braun, Herb Suedmeyer, and Bill Hubbard, with Ray Glunz, captain. Braun also knocked the pins for single high game, turning in a score of 222.

The supper in the home-like dining room of the Buffalo Turnverein hit the right spot after the strenuous afternoon and many pleasant acquaintanceships were formed between the Alumni and the active members of Alpha.

Then the fireworks started with Brother Andy Lascari, Buffalo Turnlehrer, in charge. The Active Class of the Turnverein proved a little too smart and showed the result of more practice than the Normal College boys and won the volleyball game after a good bush encounter.

The Alumni were so sure of beating the College boys in basketball that there didn't seem to be much use of the "youngsters" even putting on their suits. In order to satisfy the spectators the game was played. Some of the players on both teams held well and often. The two teams were so evenly matched that the lead changed hands time and again during the game, with Alumni leading at the end of the first half. But youth must be served and in this game youth

showed the result of practice and the Normal College team forged to the front in the last few minutes and won by the score of 28-25.

The game was followed by a dance which was enjoyed especially by those having their best girls along. The real spirit of Phi Epsilon Kappa was displayed throughout the whole party and proved that the Alumni Chapter of Buffalo is not merely a name, but a real, live working organization.

The Buffalo boys at the College heartily thank the Buffalo Alumni for the good time and the opportunity given them to talk and mingle with men with whom they hope to be associated in the department of physical education in Buffalo.

Buffalo Alumni. We appreciate your kindness. We shall certainly do our best to reciprocate during your future visits to Indianapolis.

TREASON

Russia had its Czar Nicholas and his despotism; Germany had its Kaiser Wilhelm and his virile, even if misdirected, autocracy; and the United States has its King Demos with his tyranny of hypocritical social conventions, meddlesome laws, and snide theocrats. Which of the three was or is worst is a question properly open to serious discussion, in view of the conditions now obtaining in this our land of the Pilgrim's pride. "If this be treason, make the most of it."

It may seem platitudinous to state that the last quarter century has witnessed the upsetting of many pet theories and the demolishing of many cherished idols. And this is true of the theories of the deep thinkers as well as the superficial deductions of the "half-baked." The hoi polloi gleefully has chortled much over the debacle of royalty and its gaudy circus trappings,

but what has replaced the rule of royalty? Usually the rule of what has been aptly called the "great unwashed"—the people. Only to discover that one tyrant has been replaced by one equally as tyrannous, and far more irksome because more meddlesome with the private living and personal habits of the individual.

In the abstract, democracy may appear as ideal, but the practical working of it brings about an exaltation of mediocrity. It is inherent in democracy to distrust the competent because it is itself composed of the incompetent—the common men, who invariably view with suspicion that which is beyond their understanding. Being responsive to rhetoric, but incapable of logical reasoning, they easily fall victims to any self-seeking knave or pious fool who possesses the gift of gab.

As democracy holds that all opinions are equal (as emphasized by equal suffrage), it logically deduces that all rewards should be equal, and the competent and exceptional man is penalized thereby. And it is this fact, more than any other, which accounts for the numerous fools in high places in public service, for the exceptionally able man shuns public service as he would a pestilence.

The time is coming when real Americans (not the 100 per centers, but the intelligent minority) will realize that an enlightened autocracy is not nearly as harmful to the body politic as the hydra-headed King Demos, the most asinine, incompetent, and most meddlesome of all tyrants, past or present.—(The Kalends of the Waverly Press and The Williams and Wilkins Co.)

Did you hear about the Scotchman who fried his bacon in Lux to keep it from shrinking?

A NEW BOOK BY DEAN RATH

The third edition of Volume II of Rath's "Theory and Practice of Physical Education" has undergone a complete change in the organization of the material. It now contains the activities usually performed in open order, and has therefore been entitled "Open Order Work." There are six parts:

Methods and Management,
System of General Free Exercises,
Fundamental Work,
Preparatory Exercises for Athletics,
Stunts for Open Order,
Preparatory Exercises for Demonstration Purposes.

"Methods and Management" has been revised to embrace what is new and valuable in the teaching process.

The Graded Free Exercises have been changed to "System of General Free Exercises," consisting of explanations necessary for the understanding of movement studies in general, and all arrangement of work for various grades has been eliminated.

The Fundamental Work is a collection of free activities in which motion replaces position. They are basic in our work and should be mastered by all physical education teachers.

The material for Preparatory Work for Athletics and for the Stunts in Open Order has been considerably enlarged. The stunts are given for individuals, twos, threes, and fours.

The dumbbell, wand and club exercises of the earlier editions have been retained, but with such eliminations and alterations as will make them better serve the purpose for which they are appropriate, i. e., Preparatory Exercises for Demonstration Purposes. Suggestions for the arrangement of this material for exhibition purposes are given.

There have also been added a series

of work charts containing the material of all these activities arranged on four charts: one for Grades IV-VI, one for Junior High School, one for Senior High School, and one for Demonstration Work.

From some points of view, a part of the material contained in Volume II might be considered useless. Nevertheless, it is essential that students and teachers of physical education have a knowledge of this work, whether they have occasion to use all or only a part of it in their practice. This book will be particularly valuable to instructors compelled to handle large groups of pupils and in a short period of time give them a thorough work-out. A great deal of interesting material is presented useable in stimulating the physiological processes and possessing distinct postural values that are vastly more effective than the former general free exercises.

The price of the book is \$2.00; send orders to the Normal College.

Criticism comes easy to some members of the human family, but if they would but analyze their mental attitude and operations, they would probably be less lavish with their criticism. These people who deplore the conduct of our young men and maidens would probably find that their criticism is merely a protest against the years that are passing over their own heads, that they are throwing clubs at their own youth as it hastens from them. They have lost their power to enjoy, to have fun, to taste the delights of romance and thus become envious of young people—without the courage to admit that it is envy. They can't dance themselves and so become critical toward those who can and do. If they would analyze their criticism they might find it to be a precipitate of envy.—F. B. Pearson.

PHI DELTA PI

Phi Delt celebrated Home-Coming with a most enjoyable dinner at the Claypool Hotel on Friday, November 26. To bring us all together and renew our Phi Delt spirit we held a formal meeting, after which the pledges entertained us with some clever stunts. Now we are waiting patiently for another Home-Coming, especially for the alumnae-to-be.

February second being our tenth birthday anniversary, Alpha celebrated with a fitting party at the Spink Arms. Not a thing was lacking, not even the traditional big birthday cake. Our birthday was made even happier when we pinned the colors on Katherine Moreillon and had her with us that evening. Again the pledges entertained the Alums and Actives with a novel program.

We are looking forward to Formal Initiation and the preceding board meeting, for we are anxious to have our doggies "feel" full pledged Phi Deltas.

JUNIOR CLASS

The Junior Class is beginning to prepare for graduation and all the social functions that go with it.

To those who entered College in September of 1924, we would like to remark that sometime within the next few years, there is a possibility of a reunion of the entire class. Think about it in the meantime.

We wish the best of success to all; and we would be very glad to hear from our friends who have been so silent during the past year.

Sweet Young Thing—"Why are you running that steam roller thing over that field?"

Farmer—"I'm going to raise mashed potatoes this year."

NEW MEMBERS OF COLLEGE BOARD

In addition to Mr. Carl H. Burkhardt, Supervisor of Physical Education in the Buffalo schools, whose appointment to the Board of Trustees of the Normal College was announced in the previous issue of the Alumni Bulletin, the National Executive Committee of the American Turnbund has appointed Dr. H. O. Pantzer to fill the vacancy caused by the resignation of Mr. Franklin Vonnegut. Heretofore, Dr. Pantzer was ex-officio member of the Board, as Dean of the Department of Anatomy, Physiology and Hygiene. The board of Trustees elected Dr. Pantzer president in place of Mr. Vonnegut, and then elected Carl B. Sputh as Dean of the above named department. Dr. Sputh is known to all Alumni as member of the Normal College faculty; as grand president of Phi Epsilon Kappa, and as one deeply interested in physical education. The Normal College may be congratulated upon having him still closer associated with the school than heretofore.

SUCCESSFUL HOME-COMING

As predicted in the previous issue of the Alumni Bulletin, the 1926 Home-Coming brought a larger assembly of graduates to the Normal College than ever before. While not all were here for all events of the three days of celebrating, there must have been at least 150 Alumni back for a visit at Normal, and nearly one-half of them took part in the Alumni dinner.

The program was similar to that of former years. Open house was held at the Women's Dormitory and at the Fraternity House on Thursday, Thanksgiving Day. Both places were crowded during the afternoon; many friendships were renewed and there was much of

interest to discuss. Friday noon the Alumni gathered for the annual dinner at the Athenaeum which was followed by a short meeting presided over by Mabel Loehr, president of the Alumni Association. The usual demonstration of various phases of physical education was held Friday afternoon and aroused much interest because of some new work introduced by Mr. Rath. A dance on Saturday evening closed the celebration.

Those Alumni who attend these Home-Comings every year, have only high praise for the affairs. They tend to bring class-mates together who might not see each other for years but for these occasions. All visitors have the opportunity to learn of new developments in physical education, and to secure new material. The fact that attendance has grown every year indicates that the Alumni are well pleased with these celebrations.

OUTLINES OF PHYSICAL EDUCATION

The material contained in Mr. Rath's "Outlines of Educational Gymnastics," has been re-published under the title "Outlines of Some Physical Education Activities." As the Graduates know, this little book was used in addition to the three volumes on Theory and Practice of Physical Education, and contained mostly such material as had not been worked out in detail and was therefore to be used only in connection with the Dean's lectures and instructions on the floor. Because of this fact, the book was never sold to outsiders but used only by students. Graduates of the years 1912-1925 may get the new edition from the College office for \$1.25. The contents are practically the same as in the previous edition but many primary games (mostly with music) have been added.