



THE GERMAN HOUSE

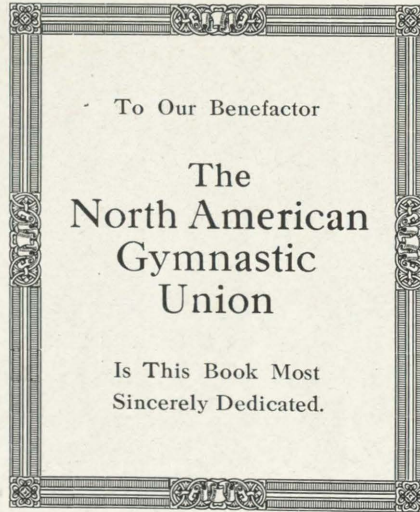
THE GYMNAST

NINETEEN HUNDRED FOURTEEN



A PRODUCTION OF THE SENIOR CLASS OF THE
NORMAL COLLEGE, N. A. G. U.

PORTRAYING THE LIGHT AND SERIOUS PHASES
OF OUR COLLEGE LIFE



To Our Benefactor

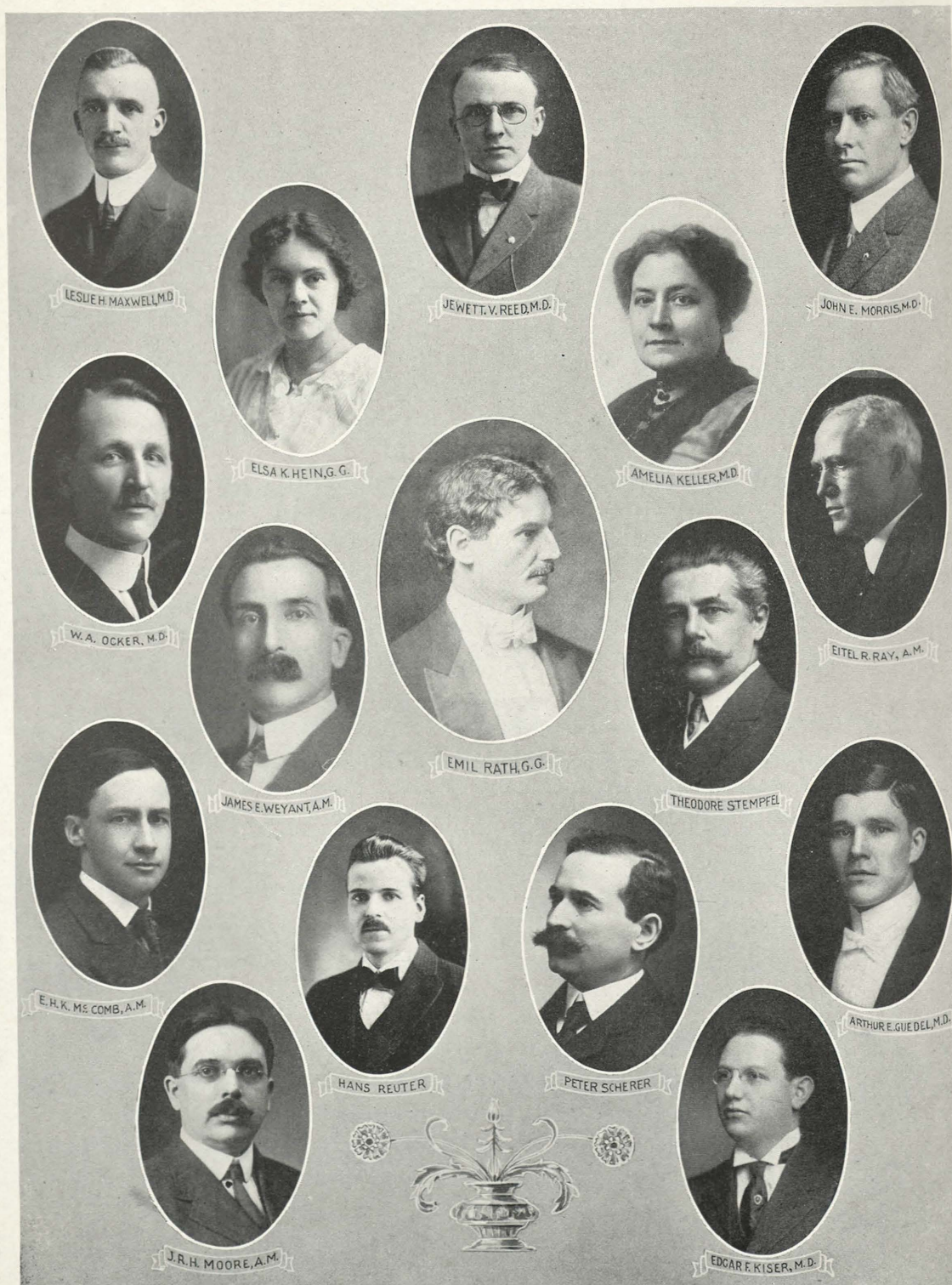
The
North American
Gymnastic
Union

Is This Book Most
Sincerely Dedicated.

F - o - r - e - w - o - r - d



THE Senior Class of 1914 presents the second volume of the "Gymnast," the year book of the Normal College of the N. A. G. U., with the sincere desire that we give the members of the North American Gymnastic Union, the Board of Trustees, the Faculty, the Alumni, and those loyal supporters whose earnest purpose it is to advance the interest of our school, an accurate insight into the activities and school life of the entire student body. ¶ Let not the purpose of this earnest endeavor be misconstrued. It is not a work of art. We have not attempted literary splendor. We are frankly recounting a few of our cheerful hours here in the two brief years at school in our simplest and most direct language, devoid of embellishment. ¶ Let us not hear harsh criticism about it. Remember, it is much easier to wield that heavy sword than to guide the delicate quill, and so much easier to destroy than to create. But we have been original and every one of us has put forth the very best that was in us. We have right to be proud of it! ¶ The near future is beckoning us, but before we heed the call let us whisper "Open sesame!" and pass beneath the magic gates into the treasure house, in which, O how many a tender recollection is safely stored!



THE FACULTY

“Our Dean”

ONE may consider himself fortunate indeed to have had the opportunity of placing himself under so competent a teacher as our Dean, Mr. Emil Rath.

He ranks among the foremost of the few pioneers who, out of all the chaff and all that was once considered beneficial, but is absolutely impractical in our twentieth century, helped to evolve this present adequate system which would bring about the true object of Physical Training—a sound mind in a sound body.

After removing the Normal School of the N. A. G. U. from Milwaukee to Indianapolis, and conducting it here as the Normal College, and with the enlargement of the institution, enormous work was necessary to arrange new courses.

While great thanks are due to the late Mr. Robert Nix (who may well be called the reorganizer of the school), its real success, especially in the department of educational gymnastics, is beyond doubt due to the president, Mr. Emil Rath.

Since he became the head of this institution in 1909, enormous strides have been made to make our college absolutely the very best training school for teachers of physical education. Laboring incessantly, he has taken the very best material from the German, Swedish and American physical educators, and has developed the system to a high degree of perfection.

Outlines, so conveniently arranged by him for his students, were practically unknown five years ago. Text books were unheard of, except in foreign languages. Now we possess his outlines on every phase of gymnastic work.

We, who are enjoying the fruits of his years of toil, can hardly pay a fitting tribute to “Our Dean,” lest it fall short of our appreciation of his efforts. We can, therefore, only wish him still greater success in future years.

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The Aim of Physical Training

PHYSICAL training has too often been looked upon as a system of training given only to develop the muscular system and the director considered a mere drill master hired to command a certain set of exercises. It is true that Physical Training does aim to develop the muscular system, but only as means to an end. The true aim is much deeper and more far-reaching in its scope.

The Greeks long ago appreciated the fact that a healthy body was needed to house a strong, healthy mind. In striving for their ideal they kept this fact in mind. Just so long as they held to this idea they kept their place foremost in the ranks of the nations, but when their system degenerated so that they had no object beyond mere physical activity, they rapidly lost their prestige and fell behind. History shows that when a people or nation lose their definiteness of aim, a lowering of their moral standard follows, which leads to their rapid decline.

The future welfare of any nation today is dependent solely upon the proper education of its children. The child of today is the man of tomorrow and his education is a matter of great importance. This great responsibility falls directly upon the public schools. Anything which will increase the efficiency of the public school system has a direct bearing upon the welfare of the nation and should be encouraged. The child's natural love for activity leads him to be interested in Physical Training and thereby opening up great possibilities for the work. The Director having the child's interest and attention in this way can bring to bear and exert a great influence upon the character of the children under his direction. In view of this fact it is easy to see that a system of Physical Training does increase the efficiency of the schools and should be found there.

The Director can no longer be considered a drill master, as he must be an expert in his line. He must have a full appreciation of the responsibility of his position, an understanding of children and human nature in general. He must understand the tendencies and instincts that prompt children to take up certain activities in order that he may make use of them in directing the child's interest and activities in the proper channels.

A Commendable Innovation

AT a social gathering of the instructors of physical training in the public schools of Cincinnati a few months ago, a question, "How may physical education, and particularly the interest of our Normal College, best be enhanced?" led to the promulgation of a novel idea. After a thorough discussion of the question, it was unanimously agreed to invite the Dean of the Normal College, Mr. Emil Rath, and a limited number of students to Cincinnati on some Saturday in the near future to demonstrate the work of the College in the gymnasium of one of the high schools of that city.

The necessary arrangements were made without difficulty, and on March 21 the Dean and eighteen students of the Senior Class (eight men and ten women) journeyed to Cincinnati as the guests of the Cincinnati physical instructors. Arriving in Cincinnati at the appointed time, they were at once taken to the dining room of the Woodward High School, where a delicious dinner awaited them, prepared by the hospitable ladies of the gymnasium teachers' society. Meanwhile a select and representative audience assembled in the spacious gymnasium, anxious to see the much-heralded Dean of the Normal College and his promising disciples in action.

Dr. Carl Ziegler, Supervisor of Physical Training in the Cincinnati Public Schools, introduced the visitors to the audience, and Dean Rath explained in brief the methods and course of instruction pursued at the Indianapolis College. The gymnastic program, so judiciously compiled for the occasion, consisted of usual floor work in as many of its various branches as could be crowded into the limited space of time; tactics, wand exercises, dancing, exercises on the horse (side and long), horizontal and parallel bars, ropes, etc. The exhibition evolved itself into a veritable revelation to the entertained and enlightened spectators, and many asserted that no amount of literature or verbal persuasion could have made as many friends and advocates for the Indianapolis Normal College as this one demonstration.

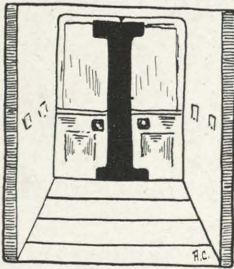
Dr. Condon, Superintendent of Schools in Cincinnati, expressed his appreciation of the work at the close of the program in words of highest praise, adding that he earnestly wished to be in a position to engage all the splendid young men and ladies who took part in the performance as instructors in the Cincinnati schools.

A banquet and dance in the evening at the North Cincinnati Turner Hall, also under the auspices of the Cincinnati gymnasium teachers' society, terminated the elaborate program of the day, while the following Sunday was spent in visiting points of interest in and around Cincinnati.

This was the first time in the history of the College that a class of students was sent on a mission of this kind, and since the experiment proved to be so extremely successful, it is to be hoped that turners and gymnastic teachers in other cities will follow the noble example set by our Cincinnati friends.

A. V.

The Dormitory



It is with pride that we now mention the word "Dormitory". It hardly seems possible to the students who were here last year to be able to go to a home; for every dormitory should be a home for its occupants, and such has ours been to us.

The dormitory has been made a reality through the diligence and staunch support of the Board Members and citizens of Indianapolis, who have ever been loyal to the school. It is they who make its management possible, at least for the first few years, as the expenses of the place are large.

The building itself is fireproof and modern in every detail. It is very near the college, which makes it very convenient. Forty girls can easily be accommodated.

The management is in the hands of the Board, who appoints the matron. To give the girls all advantages and chances, to let the "suffragette" spirit grow, the Board appoints a governing body of five girls, three Seniors and two Juniors, at the beginning of the first semester. The girls have the privilege of selecting a new governing body the second semester. The girls make their own rules and the governing body sees that they are enforced.

The furniture of the dormitory is all new and of the best. The food is very wholesome and nourishing, and above all things sanitary. The object in view has been to give the girls the best of everything, and this has been made possible only by the fact that it is not, as many other places are, a place to make money, because the above-mentioned citizens have guaranteed to cover any deficit which may arise.

A factor that would strike almost any visitor is the prevalence of a healthy home spirit. The girls have from the very beginning gone in for everything with enthusiasm. There is time for play as well as work, which is shown by the organization of a literary club, sewing bees, card clubs, etc. Every one will acknowledge that with such environment and such a healthy spirit prevailing a girl cannot help broadening out in all respects, mentally, morally and physically, and surely parents should have no cause for anxiety in sending a daughter here, where everything is ideal.

The Students' Alliance

“**W**E, the student body of the N. A. G. U., do hereby form a joint organization of the various classes for our mutual improvement and welfare; to advance and protect our common interests; to provide social entertainment, and to promote a feeling of Good-fellowship and College Spirit.”

The Students' Alliance, whose ideals are embodied in the above preamble, was founded by the class of 1910-11.

Each succeeding class has brought to a more complete fulfillment the aims for which this organization strives.

The following officers have served the Alliance during the past two years:

	First Semester.	
1912-1913—President:	Alexander Harwick	
Vice-President:	Elsa Hein	
Secretary:	Lawrence Molis	
Treasurer:	John Schwarz	
	First Semester.	Second Semester.
1913-1914—President:	Max Grueb	Walter Cox
Vice-President:	Lucile Belzer	Ada Crozier
Secretary:	May Paddock	May Paddock
Treasurer:	Carl Hein	Gustav Braun

The Alliance has always adhered to the adage, “Man is essentially a social being,” and through its monthly dances, conferences and various other functions, has brought the students together for many enjoyable evenings. At its weekly meetings each individual is given the opportunity to express himself on any subject for the common good of his fellow students. Through these activities the Alliance has established a feeling of union and strength among its members and has helped to direct the actions of the individual toward the good of the whole.

Since its organization the Alliance has played an important part in the school life, and it is the sincere wish of all members that the on-coming classes will continue the work that has been so well carried out by the preceding ones.

Phi Epsilon Kappa



THE Phi Epsilon Kappa Fraternity, which was organized in the winter of 1912, is now one of the strongest organizations of the Normal College. In the short space of time that has elapsed since this organization was founded changes have taken place which are a credit to it in every respect. During the two years that the Fraternity has been one of the organizations of the school a decided increase in the number of members has resulted, thereby showing its rapid progression.

The question whether the Fraternity is needed is easily answered in the affirmative. No better proof of this is to be found than by glancing over the names of its members. Certainly it is needed, as is shown by the most prominent and well-versed men in our profession interesting themselves in the Fraternity. Through the co-operation of all the members, it is considered to be on a very firm footing, and all are diligent in working for its success and striving constantly to reach the ideals for which it was founded.

The Phi Epsilon Kappa Fraternity is one whose purpose is to advance the German system of Physical Training. To perfect this already noted system and make it universal is our great aim. Co-operation is necessary to gain those ends, and just as the real founders of this great system banded together, so we are organized to introduce our methods everywhere. Our students, who hail from different parts of the country, must have a means of meeting to get acquainted. Perhaps no organization can accomplish this end better than

our fraternity, and it has left no stone unturned to promote the necessary feeling among students who are away from home.

Each year finds a number of students leaving our ranks to go out in the world to put into practice what has been absorbed at school. The many graduates that are stationed all over the country find at some time or other occasion to visit the home of the Normal College. Surely a pleasurable satisfaction may be derived in that when they come on a visit to this city on pleasure or business they may come with the feeling of an acquaintance and friendship among the members who are at school or in the city. They carry with them their share of the loyalty and feeling which goes to make up a well organized and spirited body. The true "Turner Spirit," which is so prominent and permeates every heart and soul of the students after a few months of school, is most thoroughly manifested in all meetings and undertakings. The spirit of working for a common end is probably not displayed elsewhere as well as in the Fraternity. The true "Turner Spirit" today stands alone and unexcelled, due to the excellent co-operation shown by its members.

By joining the ranks of this body an opportunity is offered each and every member to advance new ideas and to discuss more intimately the life of the school and all work pertaining to it. Suggestions often arise as to whether certain changes would be a benefit to the school and students. All pros and cons are thoroughly investigated and discussed, and surely this is nothing more or less in the world than

to advance and better our present great system of physical training, which is known to excel in every respect. Many such questions and problems are presented frequently for consideration, and by combining the thoughts of many, its advantages or disadvantages are clearly brought forth.

The meetings, which are held at set times, are thoroughly enjoyed by all. Here the social as well as the business spirit is brought out, and these congenial gatherings certainly allow for both. Each member is expected to do his share in providing some form of entertainment for his brothers. Members especially gifted as

musicians are called to render selections. The oratorical ability of every one is brought to a test when they are called on to talk on a given subject. Likewise the "Turner Spirit" is manifested in singing those good old turner songs. All members present are given aid and encouragement in those lines in which they are especially gifted.

To those members who have graduated from the Normal College of the N. A. G. U., to the present members and to the many members that are yet to come may our motto, "Friendship Hath Power," exert its influence in spirit as well as letter.

C. F. H.



The Sigma Phi



To acquire an insight into the tie that binds the girls of the Normal College, it will first be necessary to take a short glimpse into the formation of this tie.

The fall of 1912 found the fair sex of the college organized as the "Girls' Club," with a president and a treasurer as officers. In the spring, a more organized society was decided upon and to-day we have reached the goal of our desires—the "Sigma Phi."

In 1913 the Freshmen Class added charming members to our sorority, and since that time, with their co-operation and aid, we have been able to realize some of the most pleasant occasions of the year, and the dream of the founders of the "Girls' Club" has become a reality.

School events have been frequent during this school year. The initiation, of course, kept the new members in hot water for over a week, and we sincerely hope that they will not mete out their vengeance on the poor little Freshmen next September.

"Children's parties," "taffy pulls" and "cotillions" furnished us with entertainment month after month and at each affair the talent of our members was displayed. Who knew that Miss Hein and Mrs. Steichmann could dance so beautifully until they astonished us with their representation of Pavlowa and Mordkin; and

was not every one surprised at the almost original ditties of Miss Roos, and Miss Bergemann's charming vocal selections, with gestures?

The crowning event of the year, however, was the dinner dance given at "Benedict's." How we did enjoy that evening; it ended all too soon for most of us.

Another affair which was planned for the $\Sigma \Theta$ was the "Sugar Camp Trip." A detailed account of it would be wearying, but this much may be said: If any of the readers of this volume have yearnings in the early spring to visit a sugar camp, make sure of the following:

That the roads have not twelve inches of mud for a top layer; that there are more than two mules and a mare to pull a hay wagon and twenty girls; that the journey is not twelve or fourteen miles, when you expect only eight; that you do not leave the sandwiches at home; that you take enough sweaters, coats and blankets along.

Beware of these things, we give due warning.

However, we had a good time, and are none the worse for our experience.

All that is now left for us to do, is to wish a very successful year to the new seniors and freshmen, and may they perpetuate our society and make it live as it well deserves.

The Alumni

ON FEBRUARY 8, 1908, the plans for the establishment of an Alumni Association were begun. This organization was to include graduates of both the N. A. G. U. Normal College and the Milwaukee Normal School. The objects of the proposed organization were as follows:

- (1) The discussion of topics related to Physical Education.
- (2) Closer co-operation with the administrative board of the Normal College.
- (3) Publishing of data which might be of interest to members of the Turnvereins.
- (4) Establishment and support of a teachers' agency for the benefit of the Alumni of the Normal College.

The plans met with great favor and the first genuine Alumni meeting was held at the German House in June, 1908.

The reputation of a school is made by its Alumni Association. The strength of this organization, not only in members, but in character as well, has been felt ever since its beginning. Every project taken up by the Board has met with laudable support by all of the Alumni. In this way it has been kept in close touch with the school and has likened itself unto a chain upon which, year after year, each outgoing class forges another link. Links will be added from time to time and many generations will lend their strength of mind and body to assist in its continuance.

Our Alumni, not only here but also abroad, are making for themselves and their Alma Mater, reputations which have been attained mainly through the overcoming of difficulties and prejudices with which the teaching profession has met.

At the meeting in June, 1913, the following officers were elected:

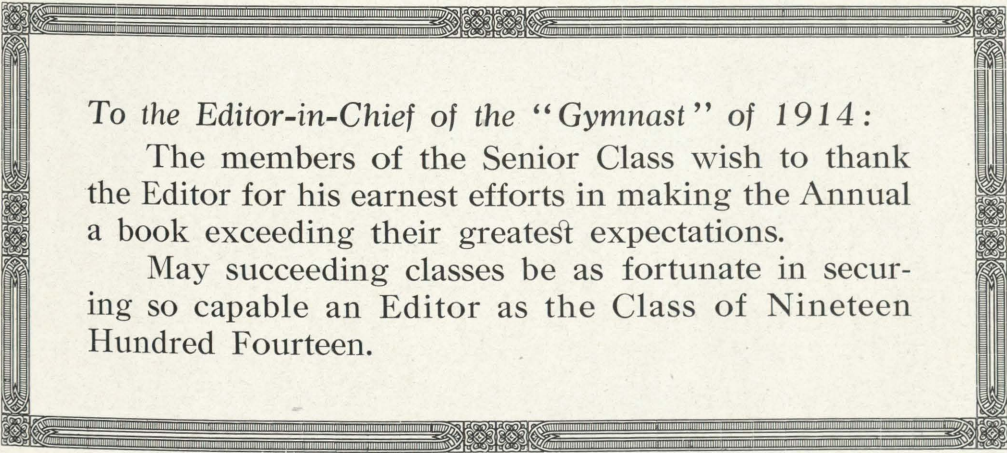
President—Carl B. Spath.

Vice-President—Mrs. Albert Metzger.

Secretary—Dr. W. A. Ocker.

Treasurer—Curt Toll.

The class of 1914 will soon form another link in this great association and to the foregoing classes and to those which will follow us in our march through life, we join together in a hearty salutation—All Hail!



To the Editor-in-Chief of the "Gymnast" of 1914:

The members of the Senior Class wish to thank the Editor for his earnest efforts in making the Annual a book exceeding their greatest expectations.

May succeeding classes be as fortunate in securing so capable an Editor as the Class of Nineteen Hundred Fourteen.

In Memoriam

In Memory of

PHILIP RAPPAPORT

The Free-Thinker and Inspirer of Turner Ideals.

*"The moving finger writes and having writ,
Moves on; nor all your piety or wit
Shall lure it back to cancel half a line
Nor all your tears wash out a word of it."*

We can not always understand this inevitable order of things. Why should such a man, who had done so much good, be called from our happy midst before his time?

Mr. Rappaport lived up to what he taught. He did right because it was right, and not for the premium that came with it.

He has returned to immortal dust, forming a part of that mighty Universe and his spirit dwells not in a fancied Land of Eternity but in a refuge far more beautiful, far more lasting—and that is in the hearts of his followers.



SENIOR OFFICERS

President	-	-	OTTO HARZ
Vice-President	-	-	MARGERY REYNOLDS
Secretary	-	-	CECELIA HEILBRUNN
Treasurer	-	-	ARTHUR PFAFF



OTTO HARZ.
PRESIDENT.

"OT"

St. Louis, Mo.

"A bright but quiet lad."

Ot isn't very talkative but he is the man of actions rather than of words, and succeeds in everything he undertakes. A competent teacher, a boon companion and a sincere friend.



MARGERY REYNOLDS.
VICE-PRESIDENT.

"ITIBITS"

St. Louis, Mo.

"The greatest of faults is to be conscious of none."

Itibits thinks that work really can be accomplished but it is far more convenient to "bluff it through." Last year she studied but alas, the strain proved too great and as a matter of self-preservation she had to give it up. In spite of her size, Itibits is well able to handle the largest of classes.



LUCILE BELZER.

"LOU"

St. Louis, Mo.

"Always in haste but never in a hurry."

Lou is an ardent advocate of the "conservation of energy" theory and practices what she preaches. She is a regular minx and no one is safe from her pranks, but that does not hinder her from being a favorite among her classmates.

CARL A. VARRELMANN.

"VARLE"

Cincinnati, Ohio.

"He had a knack of joking."

What would this "institooshun" be without our Carl—our Carl who sees the witty in everything, even in anatomy. If he claims it isn't his fault, it's that feather diet they give him at the boarding-house.



CEONA BERGEMANN.

"BERGY"

Winona, Minn.

"Or light or dark, or short or tall,
She sets a spring to snare them all.
A fickle young miss,
With yellow hair,
Happy-go-lucky
And free from care."

For clever sayings and witty repartee, Bergy can't be surpassed, but when it comes to studying _____



MARGUERITE CONGER.

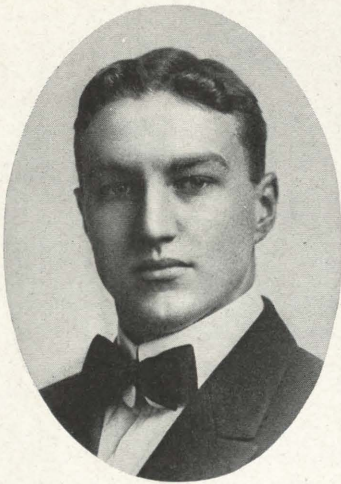
"TED"

Chicago, Ill.

"Let's talk, my friends."

There was a young lady called Ted,
Who talked till she talked off your head.
In basket-ball she refereed well
As we have often heard her tell;
In English she's the college shark,
In teaching she will make her mark.





"MAX"

PAUL MAX GRUEB.

Los Angeles, Cal.

*"From the crown of his head to the
Sole of his foot, he is all mirth."*

Max is always the same and habitually carries the Sunny Jim "smile that won't come off." He is always ready to help when there's any work to be done.



"DOC"

ADA B. CROZIER.

Indianapolis, Ind.

"She has many nameless virtues."

"Still waters run deep." She is the only one in the class who doesn't grin at her own jokes. A full-fledged athlete, even though she does think three times before she leaps.



"FRITZI"

ERNA H. FRITSON.

St. Louis, Mo.

"Her hair is no sunnier than her heart."

Fritzi is generally admired for her genial disposition, spreading sunshine wherever she goes. We have often marveled at her unparalleled enthusiasm for our Annual. Every spare minute between recitations, or during a vacant period, in the library or on the gym floor, in the corridors or at the "dorm" is made use of in discussing vital "Annual" problems with the Editor—but hush, we must not disclose secrets.

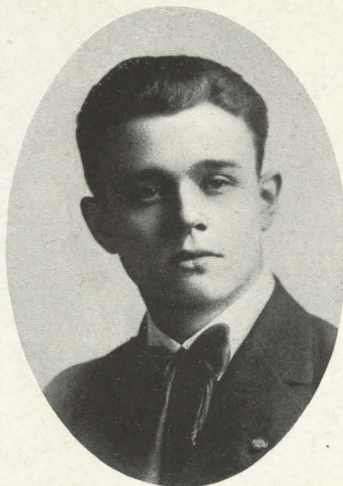
ARTHUR H. PFAFF.

"ART"

Memphis, Tenn.

"Our Editor, his thoughts were often far away."

Art has been an interesting character to the faculty as well as to his classmates. His bluffing is a work of *Art*. His hobby consists of writing "spring poems" during anatomy. But the highest tribute we can pay him is to call him a perfect Southern gentleman.



ELLA L. HAESELER.

"EL"

St. Louis, Mo.

"She needs no chaperon."

The absolute truth, gentle reader! A martyr to the cause of propriety! She lives in constant fear of doing a wrong. Poor little Ella! Fain would she be a suffragette if she wouldn't have to assert her rights.



CECELIA HEILBRUNN.

"CEASE"

Chicago, Ill.

"She is brimful of wit and rare accomplishments."

Yes, Cease's dramatic flourishes, her nightingale voice, her snaky esthetic movements, her genuine theatrical temperament have surely not reached Charles Frohman. But his loss was our gain—his, an actress; ours, a creditable teacher.





H. ARMIN STECHER.

"SLATS"

Philadelphia, Pa.

"And then he talks, good Lord how he does talk!"

One who may be heard upon all subjects (at all times). He is in great demand as a decorator on the social committee because he doesn't need a stepladder. His accommodating, courteous nature has won him many friends with both sexes.



GERTRUDE KRUG.

"GERT"

St. Louis, Mo.

"May he rest in peace."

Gert's time is now fully occupied in keeping up with the fashions in dress and the latest styles in bungalows. At school she is present in person but not in spirit.



JULIA LINDENSCHMIT.

"JULE"

St. Louis, Mo.

"Night after night she sat and bleared her eyes with books."

There is that warm, genial, good-natured manner about Jule that deserves our sincerest respect. She is a diligent, self-reliant student.

"CHARLIE" CARL HEIN. New Ulm, Minn.

*"Let the world slide, let the world go,
A fig for a care, a fig for a woe."*

A jovial, fun-loving fellow who seldom lets pleasure interfere with his duty. He is a good "scout" in spite of the fact that he was treasurer of the Student's Alliance.



"NAFFZIE" ENA GERTRUDE NAFFZ. Madison, Wis.

*"To those who know thee not, no words can paint,
And those who know thee, know all words are faint."*

Naffzie is a demure little miss who is very choice in the selection of her friends. She is quite proficient in arranging back-porch garden parties and spreads, but one thing she lacks—the sense of time. She is always just a few minutes too late for everything.



"SCHMOOKY" ANNA SCHMOOK. Chicago, Ill.

"Who, what, when, where, why? ? ?"

Behold the human interrogation point, who can ask as many questions in one hour as King Solomon would attempt to answer. Her hobby, besides asking for information, is fresh air and apples.





EDWARD HELL.
"PURGATORY" Chicago, Ill.

"Hell is full of good meanings and wishings."

Not every one knows Ed very well (especially the girls). To those who do, however, he is a jolly good fellow.



HARRIET E. SCHRADER.
"POLLY" Chicago, Ill.

"Excuse me—for living."

Harriet. The very name breathes of her charming manner, but woe unto the person who attempts to cross her in an argument. We may indeed excuse her shortcomings in this respect for—look from where she hails.



HILDA SCHUMAN.
"SCHUMAN-HEINK" Lockland, Ohio.

"I'm just as cheerful as my face shows."

Shorty has giggled her way through two years of school. She is one of those jolly girls whose giggling caused others lots of fun but Hilda lots of trouble. Her growth in size is scarcely noticeable, but she declares she possesses authentic statistics to the contrary.

HENRY FOERTSCH.

"HEINE"

Kansas City, Mo.

*"Where there are ladies in the case
You know all other things give place."*

Heine has a business man's foresight, but it is his heart that sees farther than his head. His vision reaches all the way to Detroit. He is a diligent worker and always at the services of his friends.



VIOLA M. SEITZ.

"SITZI"

St. Louis, Mo.

"What I will, I will, and there's an end."

Vi is small and Vi is dark,
Vi is ready for a lark.
Fun and frolic where she goes,
When she studies heaven knows!



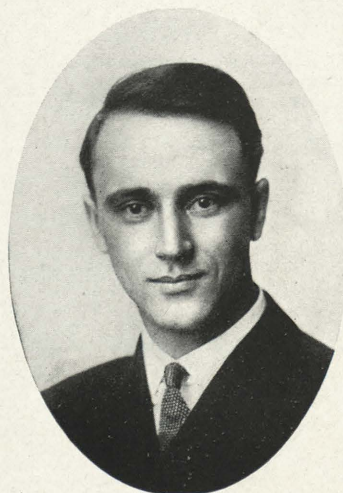
WALTER COX.

"WALT"

Whitewater, Wis.

"For even though vanquished he could argue still."

Walt is a true altruist. He not only believes in equal distribution of affections but will even sacrifice his share. He spends his time advising youthful lovers. Perhaps this accounts for the fact he doesn't visit any of his fair co-eds. Walt can argue, nevertheless, and it was his sane arguments that helped our class out of many a strait.





KATE R. STEICHMANN.

"FRAU"

Indianapolis, Ind.

"The desire for knowledge in excess caused man to fall."

Though quiet, Kate is an authority on all subjects, but behind her serene manner there is a rich supply of humor and fun.



ELMER EICHENLAUB.

"EICHE"

Kansas City, Mo.

*"Did you ever hear of Captain Wattle?
He was all for love and not for the bottle."*

Elmer is a quiet sort of chap who is constantly falling in and out of love. We must, however, credit him with good conscientious work and a desire to please every one.



MAY PADDACK.

"PADDY"

Cincinnati, Ohio

"For I am nothing if not critical."

Stolidly Scotch, physically German, emotionally Italian, sarcastically French, but typically Irish! Good old Paddy, however, is among the favorites of the class.

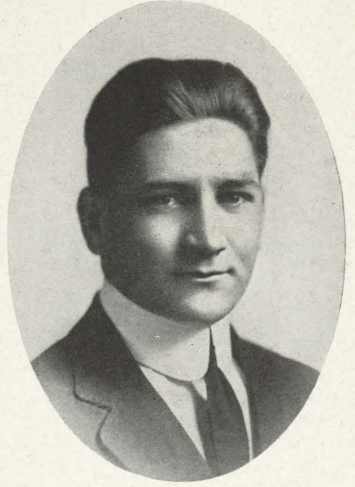
"GENE"

EUGENE SEITZ.

St. Louis, Mo.

"When I think, I must speak."

Gene is not a fellow to weigh his words very carefully. He is frank and outspoken. He is a successful teacher and our best turner. But his weakness for "Spearmint gum" has quite bewildered us.



"LOTTIE"

CHARLOTTE ROOS.

St. Louis, Mo.

"Laugh and the world laughs with you."

Lottie is the "dorm" comedienne. Lottie may come and Lottie may go but her songs will go on forever. Contrary to the principles of physics, sound here travels faster than sight, for we can hear her loud guffaw long before we catch sight of her. She is quite popular and in great demand at spreads and fudge parties.



Prophecy

August 28, 1930.

Dr. H. Armin Stecher, G. G., Ph. D., Stecher Hospital of Orthopedic Surgery, Philadelphia, Pa.:



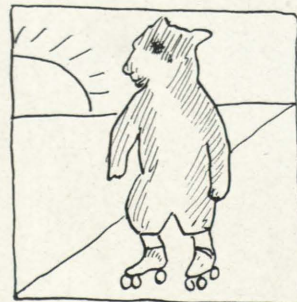
DEAR SLATS—I have just returned from my world tour, and as I promised you, will give an account of all of our classmates whom I have seen on my travels. Needless to say, I found them scattered over all parts of the world. For instance, I saw Walter Cox in South Africa. He seems to have taken a fancy to anthropological work, having received his stimulus from Professor Moore. He says that he believes he has at last found the true missing link. If this is so, he will indeed make our class famous.



While I was in China I ran into Elmer Eichenlaub. He told me that he has made China his domicile, as that is the only place where he can get rid of his matrimonial worries and follow his line of work at the same time. He is doing good work as a missionary among the heathen Chinese.



Misses Conger and Belzer have made a name for themselves in Dr. Guedel's subject, "Physiology of Exercise." I met them in Australia studying the automatism of the "kangaroo hop." Perhaps when they return they will revolutionize the terpsichorean art in America.

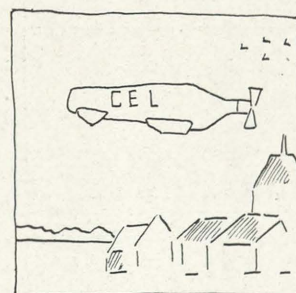


Our old friend Ed Hell has become a rather well-known explorer and trapper of wild animals. I believe that he and the Seitz family have formed a partnership. He is catching polar bears in the arctic, Gene and his sister training them. The Seitzes are located in Salt Lake City, where they have a school for polar bears. They train them to do stunts on the apparatus, and also the latest dances.

While in Germany I took special pains to see our friend Foertsch. As you doubtless know, he has been chosen to train the German Olympic team. He says he enjoys his work immensely, and as evidence that it really is appreciated, he showed me a couple of medals presented to him by the Kaiser.



I received the surprise of my life at an aeronautical meet in England. One machine especially attracted my attention by its spectacular performances. When it came down, I, being curious, went over to find out who drove it. Imagine my surprise to find sitting in the driver's seat Cecelia Heilbrunn. While she always did go up in the air, I was hardly prepared to find her an aviatrix.



I met Lottie Roos and Ella Haeseler in Paris. They invited me to come and see their act at a prominent vaudeville house. They have an act which I have never seen equaled. They do the "Starlight" dance on the backs of two horses. Their performance is very brilliant and entertaining.

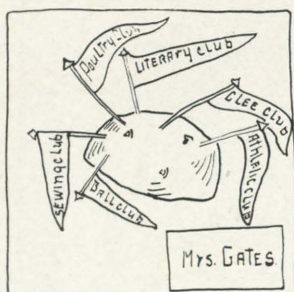


While many of our classmates are in foreign climes, a greater number have remained at home. I advise you to take a trip to New York some time this week. Go to the "Gayety" theater and see one of them, Ena Naffz, now premier danseuse, in her dancing novelty. I happened to be passing the theater and seeing her name on the board, went in. It is certainly worth your money.

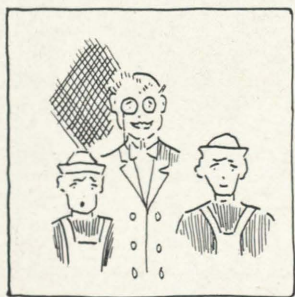


You have doubtless heard that Ceona Bergemann has recently become famous. In the capacity of physicist she has solved the world's old question of "perpetual motion."





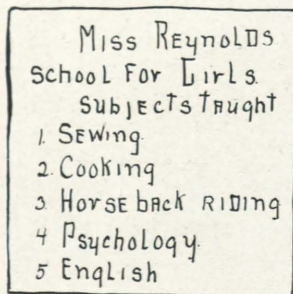
From Chicago I went to Indianapolis. The old town has scarcely changed. Mrs. Steichmann is still living there. She is a very prominent club woman. I believe she is president of nearly every club in Indianapolis and vice-president of the others. Gert Krug invited me out to her new palatial home on College avenue. Her two children are now in high school. She is very proud of them as they are both athletically inclined, and intends for each a course at the Normal College when they graduate from high school.



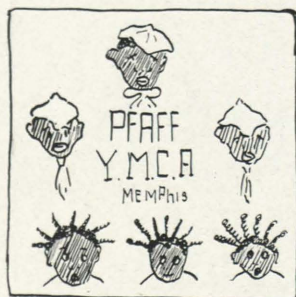
From Indianapolis I ran down to Cincinnati to see Carl Varrelmann's world-famous sanatorium. He is still the same old Carl, and entertained me for a couple of days with his bum jokes, such as he put in the "Gymnast" when we graduated. He has two able assistants in Anna Schmook and Julia Lindenschmit, both of whom are invaluable aids to Carl in his work.



From Cincinnati I went to St. Louis to see Otto Harz. He is certainly making good as supervisor of physical training in the public schools of St. Louis. He is one of our serious-minded young millionaires, as he continues his physical work merely because he likes it, and believes that he is doing the human race a lot of good. (?)

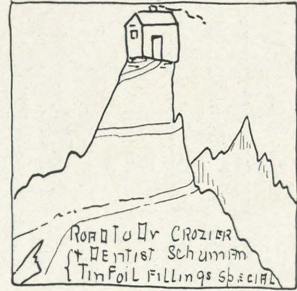


From St. Louis I went on to Florida, where Margery Reynolds has a very refined school for girls. Her school is the best in the United States, and she lays great stress on the physical work of her charges.

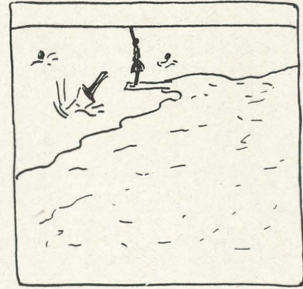


After leaving Florida I went to Tennessee. As you doubtless have heard, Art Pfaff and Erna Fritson, now Mrs. Pfaff, are doing exceptional work among the colored folks there. His chain of colored Y. M. C. A.'s are famous over the entire United States. He is also editor of a daily journal in Memphis and has several good novels on the market.

My next stop was Denver. Doc Crozier and Hilda Schuman are located there. They are the best known masseuses in Denver, and have a very fine establishment.



From Denver I went to Salt Lake City. There are two or three natatoriums there, but the best one is conducted by May Paddack and Harriet Schrader. I understand that they are coining a small fortune teaching people to swim in the great salt lake.



My next and last stop was Heinville, Ariz. This is a small town founded by Carl Hein. Carl holds nine out of ten public offices and he is now being nominated to fill that office also. His principal source of revenue, however, is his farm. He has the largest and best dry farm in the United States.



As it is time for dinner, I must cut this epistle short here, as you know I never missed a meal. I read an article in the last medical journal relating to some rather remarkable operations which you have performed. If you have time send me a more direct account of them, as I am very much interested.



Hoping that you are enjoying the best of health, I am,

Yours fraternally,

MAX GRUEB.

How We Know Each Other

NAME	APPEARANCE	FAVORITE EXPRESSION	FOND OF —	CHIEF SIN	REDEEMING VIRTUE	CHIEF COMPLAINT	NEEDS
Lucile Belzer..... Ceona Bergemann..	Saucy..... Coquettish.....	"Sure Nuff"..... "I got a date".....	Playing pranks.... Flirting.....	Being slow..... Making eyes.....	Cheerfulness..... Cute ways.....	Alarm clock..... Can't go out every night.	"Pep." Chaperone.
Margaret Conger..	Stately.....	"When I played basket-ball—"	Narrating experiences.	Talking.....	Kindness.....	Wearing middies..	Newspaper reporter.
Walter Cox..... Ada Crozier.....	Clerical..... Serious.....	"I don't agree with you" "Jimminee"	Arguing..... Whistling.....	Reforming..... Versatility.....	Justness..... Common sense.....	School spirit..... Not perfect in everything.	Pulpit. Laughing gas.
Elmer Eichenlaub.. Henry Foertsch..	Harmless..... Important.....	"O, Mary" "Boogedy!"	Mary..... Writing "her" letters.	Courting..... Complaining.....	Sincerity..... Generosity.....	Heart-ache..... Poor mail-service..	Sympathy. Silencer.
Erna Fritson..... Max Grueb.....	Youthful..... Cheshire cat.....	"Art's coming" "I should worry"	? Skating (?).....	Hiking..... Grinning.....	Loyalty..... Good nature.....	Getting up at 8.... Morning after the night before.	Alarm clock. A course in English.
Otto Harz.....	Manly.....	Hey—wait a minute.....	Harriet.....	Staring.....	Seriousness.....	No folding beds in school.	A stimulus.
Ella Haeseler..... Anna Schmook.....	Prim..... Sleepy.....	"For that reason" Huh?.....	Swimming..... Asking fool questions.	Eating sundaes.... Inquisitiveness....	Amiability..... Submissiveness....	Lack of system.... Closed windows...	A man. Thyroid tablets.
83 Hilda Schuman... Harriet Schrader..	Impish..... Apologetic.....	Say, listen! "O excuse me"	Giggling..... Gymnastics.....	Credulity..... Excessive politeness.	Economy..... Good student.....	Her small stature.. Discourtesy of the world.	A pair of stilts. Anti-fat cure.
Eugene Seitz.....	Athletic.....	Shut up!.....	Chewing toothpicks.	Gruffness.....	Frankness.....	Work.....	A book on Etiquette.
Viola Seitz..... Armin Stecher.....	Petite..... Lanky.....	"Gee whiz" Boys, I got a check.	Nickle show..... Stecher.....	Frivolity..... Self-esteem.....	Friendly..... Considerate.....	Study..... Phone limit at Dorm.	Advice. Dean's advice.
Kate Steichmann..	Sensible.....	What <i>I</i> think is —.....	Airing her knowledge.	Resenting criticism	Stick-to-it-tiveness	Domestic duties...	A library.
Carl Varrelmann.. Ed Hell.....	Jovial..... Bashful.....	"Verdoltt-noch-ein-mal" Prosit!	Teasing..... Talking to girls (?)	Critical..... Dodging girls.....	Facetious..... Trustworthy.....	Annual jokes..... His name.....	A nine-day week. Someone to love him.
Cecelia Heilbrunn..	Actress-like.....	"Oh, Berge, he's the nicest man."	Dancing.....	Dramatic.....	Charming smile...	Lack of new dances.	A stage.
Gertrude Krug....	Stylish.....	"O dear"	Her man.....	Being in love.....	Sincerity.....	Can't see him always.	A marriage license.
Julia Lindenschmit Ena Naffz.....	Good natured... Chubby.....	"I don't know a thing" "Lend me some ink"	Embroidering..... Making fudge.....	Overstudious..... Making excuses....	Patience..... Entertaining.....	Dorm life..... Cramp in her toe..	A friend. A memorandum book.
May Paddack..... Margery Reynolds Arthur Pfaff.....	Irish..... Erin-go-braugh.. Robust.....	"Please pass the salt" "O Petel!" "Ah reckon, folks"	Baby talk..... Spreads..... Her.....	Satirical..... Gabbing..... Monopolizing the library.	Affectionate..... Sweet tempered... Courteous.....	Her weight..... The boys..... Only one Sunday night in a week.	A family of kewpies. Height. Fritzi!
Charlotte Roos... Carl Hein.....	Jolly..... Chesty.....	"Girls, I got a new ditty" "Gee, I'm hungry"	Chewing gum..... Chocolates.....	Gossiping..... Cutting up.....	Sense of humor... Good natured.....	Exams..... Work.....	Restraint. Sister's care.

The Last Will and Testament of the Class of Nineteen Hundred Fourteen



IVE heed to us, the Senior Class, who now gives and bequeaths to you, Class of Nineteen-Hundred Fifteen, our heir at law, all our estate in these fair halls of learning.

For now the time has come when we must leave things held most dear, and we would fain know that you value them as we have done.

ARTICLE I. IMPRIMES:

We give to you the Mantle of our Senior Rank, and trust that you wear it, as we did, with royal grace. We also leave to you our high aspiration for honors, to be won at field and track, for "A's" in academics and the praise, precious though rare, of our learned Dean.

ARTICLE II.

We leave you the arduous but pleasant task of teaching the verdant Freshmen who will next year look to you for guidance. As aids in teaching, we leave to you our share of the gymnastic equipment, and we pray you to use the poor worn-out bucks and horses, ladders, rings and bars that will no longer know our presence, gently.

ARTICLE III.

We bequeath to you what we possess of that essential quality—True College Spirit. May it glow within your breasts as it burned in ours, with filial love for our dear Alma Mater.

ARTICLE IV.

Into your hands we further bestow our college paper—our Annual, the literary stripling named "The Gymnast." We beg you to prize it ever as one of your most valued treasures. Give it the best that is in you, thoughts grave and mirthful, sentiment and sense, the varied fruit that study and experience yielded you. Make it a storehouse of your college days, to which in future years you will gladly turn.

ARTICLE V.

We, being of sane and sober mind, and benevolently inclined, do bequeath to the following our cherished treasures as follows:

To Gus Braun, the bones "that have got to be got."

To Evans, Max's smile "that won't come off."

To Frieda Martens, "Paddy's sarcasm."

To Etta Losche, "Bergey's surplus weight."

To Evalyn Talbot, "Kate Steichmann's note book."

To Clara Olcott, "Schuman-Heink's giggle."

To Puck, "Lottie's ditties."

To any candidates, Art and Fritzie's cozy corners.

To Tess Pfeiffer, "Jule's books, provided she doesn't study too hard."

ARTICLE VI.

Now that we have disposed of the wealth that was ours as a class, we further bequeath such personals as below stated:

To any ambitious aspirant for honors, Kate's dictionary and Jule's "midnight oil."

Art Pfaff gladly presents his harmonica to the future Conference Committee.

And to our beloved teachers, the following: To Dr. Reed, the key to the dog pound. To Mr. Ernestinoff, "Our Baby Grand." To the Dean, our criticism note books and original ideas found in our lessons.

ARTICLE VII.

We will to you, finally, the favors of the college faculty, and we appoint said faculty executors of this, our last will and testament. They are not to give bond—and so do we subscribe our hand and seal to this free act. Let your remembrance kindly cherish us!

(Signed) CLASS OF 1914.

WITNESSES:

Ena Naffz, Erna H. Fritson.

We can hardly thank Mr. Steichmann, our secretary, appropriately for all the kindness he has shown us by gently reminding us of a little bill that needed settling. Perhaps you do not realize what a favor this really is. How easy it was to slip into the office, get a new text-book or folio of dances and quietly walk out with them without saying anything to him. But, oh, when we saw that suspicious-looking envelope peeping out of our mail box. And the next few weeks we cut down on the soda proposition, but here again we wish to thank him, for we could have eaten too many sweets and had to suffer dreadful consequences. Good-bye, Mr. Steichmann—here's luck.

WE Senior girls wish to express our deepest regret in having to leave Miss Elsa K. Hein, our walking encyclopedia. How often in the dead silence of the night would we hear a freshman gently rapping at her door, eager to know an example of a four-movement sequence of four parts with a two-movement exercise of a fifth, or the like. We have often wondered what the "K" in Miss Hein's name stood for, but we have finally come to the conclusion that it stands for knowledge. She has more than once saved the life of a valuable teacher-to-be while trying some new stunt, during the proficiency period. When we have been falsely accused of being tardy, it is she who acts as the counsel for the defense. You have been our staunch friend, Miss Hein, even though you are our teacher and we all wish you a continuance of your successful career.

Elementary Class

KARL FELDMANN, President.



ARNO BAST.

"ARNO"

Sheboygan, Wis.

"There is no excellence uncoupled without difficulties."

Poor Arno! We all know that he worked harder than any of us. The first on the floor in the morning and the last to close his books at night! Surely such faithful, earnest striving will bear its fruit and time alone will show that his efforts were not in vain.



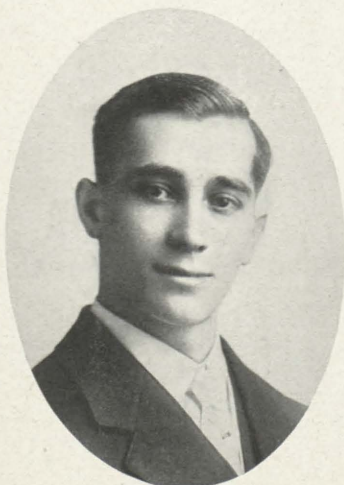
ALFRED LINDE.

"LINDE"

Milwaukee, Wis.

"In endeavoring to be concise, I become obscure."

Linde certainly does know how to relieve the strain of strict duty, but rely upon him to do his share of the social duties be it a Kommers, a dance or the rare sport of ice-skating. He is always cheerful even when the check did come several days late. The only time we ever saw him worried was during examination time and still—how nicely he pulled through. (Should any Junior desire old exam. questions, Linde can furnish them for five years back.)



ALFRED O. DIETE.

"AL"

Chicago, Ill.

"The architect of his own fortune."

No, this is not Frank Gotch. But we can readily forgive you for the error. The fellows on these pages all got theirs wrestling with him. High time that he leaves the College, or the rest of the parallel-bars would be smashed. But in that powerful frame throbs a heart that beats for his classmates, which so endears him to us all.

CARL SCHULMEYER.

"BUZZ"

Indianapolis, Ind.

"A man, he seems, of cheerful yesterdays."

Happy-go-lucky "Buzz" claims that he found the following formula the most effective in preparing for this profession:

- (1) Be born in Indianapolis.
- (2) Join a Turn-Verein as soon as you can walk.
- (3) Assume to know all things, never let any one know the contrary—and don't overwork!
- (4) Show the true Turner spirit.
- (5) Smile!



KARL FELDMANN.

"POP"

Cleveland, Ohio.

"He only is a well-made man who has a good determination."

The Elementary Class chose well when they put him at their head. When things would all seem out of joint, it was "Pop's" good, hard, common sense that carried them safe over the shoals. For determination and conscientiousness, he is unsurpassed as his hundred in anatomy aptly bears witness.



Die Elementarklasse

DIE Teilnehmer am Elementarkursus sind diejenigen Turner, welchen es der Turnerbund ermöglicht, mit nur einjähriger Vorbereitung in die Reihen derer zu treten, welche sich die Förderung des Turnwesens zur Lebensaufgabe gemacht haben. Um die erwähnte Vergünstigung zu rechtfertigen, wird von diesen Turnern verlangt, dass sie einen hohen Grad turnerischer Fähigkeit erlangt haben, jahrelange Erfahrung im Vereinsleben besitzen und in der deutschen Sprache bewandert sind. Trotzdem nun diese für einen Turnlehrer wertvollen Eigenschaften mehr oder weniger vorhanden sind, repräsentieren diese Turner doch nur ein verhältnismässig rohes Material. Von einer Auffassung des Wertes und von einer vorteilhaften Anwendung körperlicher Uebungen findet man im günstigsten Falle nur die aller-einfachsten Begriffe.

Der einjährige Aufenthalt auf unserem Seminar unter der Aufsicht der anerkannt tüchtigen Lehrer, ist wohl geeignet, aus dem gegebenen Rohmaterial solche Turnlehrer zu bilden, welche dem wachsenden Bedürfnisse unserer Zeit entsprechen und daher dem Turnerbunde auch wirklich von Nutzen sein können. Um dieses zu erreichen, muss innerhalb des einen Jahres das ganze vielseitige und umfassende Programm bewältigt werden.

Den Hauptbestandteil des Unterrichts bildet natürlich theoretisches und praktisches Turnen. Man wird am Anfang zurückversetzt in die Zeit, in welcher man als kleiner sechsjähriger Bursche an den ersten Turnstunden teilnahm und dem Lehrer die Uebungen, gern oder ungern, mechanisch nachmachte. Schön und ergötzlich sind die Stunden, in denen man in die Lage der aller-kleinsten Knaben oder sogar Mädchen versetzt wird und die lustigen und lebhaften Hüpfе und Sprünge der Jugend, allerdings in

geregelter Ordnung, nachzuahmen versucht. Wenn dieses nach unermüdlichen Versuchen gelang, so ist das der sorgfältigen Belehrung, welche uns zuteil wurde, zuzuschreiben. Doch nicht nur für die Jugend, sondern auch für die höheren Altersstufen wird das notwendige und umfangreiche Uebungsmaterial gründlich durchgenommen. Noch einmal durchlebt man in diesem Jahre in angestrengter Arbeit den Werdegang des Turners, doch mit dem Unterschiede, dass das Wie und Warum bis in die tiefsten Gründe erforscht wird. Nach genauem Studium gelangt man zu der Erkenntnis, dass unser System für alle Altersklassen fast unbegrenzte Möglichkeiten körperlicher Uebung, bildend sowohl als auch erholend, bietet, und dass eine weitgehende Beherrschung und verständnisvolle Anwendung desselben ein bedeutender Umstand im Erfolge des Turnlehrers und seines Vereins ist.

Zur Aneignung der gewünschten erzieherischen Fähigkeiten dient die Unterweisung in der Geschichte und den Prinzipien der Erziehung und des Unterrichts.

Die deutsche Sprache nimmt einen hervorragenden Platz unter allen Fächern ein. Ein jeder, der selbst ein gutes Deutsch sprechen möchte und weiss, wie verdroht unsere Muttersprache hierzulande gebraucht wird, kann sich ein Bild davon machen, wie es anfänglich in unserer Klasse ausgesehen haben muss. Durch eindringliche Belehrungen der gern aufnehmenden Schüler ist es gelungen, das mitgebrachte amerikanische Deutsch von den vielen, hier leider so landläufigen, unpassenden Ausdrücken zu reinigen und es dadurch verständlich zu machen.

Neben dem Erlernen des notwendigen theoretischen und praktischen Turnens und der Pflege der deutschen Sprache, ist das Einprägen des freisinnigen Gedankens, des

grossen Gedankens, auf welchem das mächtige Werk, der Turnerbund, aufgebaut ist, ein bedeutendes Ziel des Unterrichts.

In der Erziehungslehre wird dieser Grundgedanke gebührend beleuchtet, indem das rückschrittliche Verhalten der Kirche in der Entwicklung der Nationen und der Wissenschaften fortgesetzt klar veranschaulicht wird.

In der Stunde, welche der Geschichte des Turnerbundes gewidmet ist, werden die politischen Gründe für die freie Gesinnung der Pioniere des Turnens in diesem Lande erörtert und verständlich gemacht. Weit zurück führt man uns, auf die früheste Vorgeschichte der Auswanderung der Deutschen nach Amerika in der bewegten Zeit um 1848. Die Schilderungen der politischen und gesellschaftlichen Zustände der damaligen Zeit haben ihren Zweck nicht verfehlt. Ein jeder von uns ist sich bewusst, dass es die vornehmste Aufgabe eines Turnlehrers ist, das

Fundament des Turnerbundes zu befestigen. Ein Turnlehrer, welcher seinen Schülern viel näher steht als irgend ein anderer Erzieher, darf die günstige Gelegenheit nicht unbenützt vorüberziehen lassen, sein Bestes zu versuchen, unter den ihm anvertrauten Pfleglingen fortschrittliche Gesinnung anzuregen und zu pflegen.

Wir glauben, dass, wenn wir mit dieser Ueberzeugung in unseren neuen Wirkungskreis eintreten und in dieser Hinsicht unseren Einfluss ausüben, die Bemühungen der Lehrer unserer Schule von Erfolg gekrönt sein werden und damit dem Turnerbunde der beste Dank für die Vergünstigung, welche uns gewährt wurde, dargebracht ist.

Wenn Ihr, lieben Freunde, nach Jahren in diesem Buche blättert, und diese Zeilen alte Erinnerungen wachrufen, vergesst nicht die kleinen Vorfälle, welche den Unterricht manchmal so köstlich gewürzt haben.





REX PHOTO
532

Freshman

1915.

OFFICERS

FIRST SEMESTER

President	-	-	LOUIS THIERRY
Vice-President	-	-	EMMA CHANDLER
Secretary	-	-	LOUISE OLCOTT
Treasurer	-	-	CHARLES APKING

Foreword

AS a fitting foreword to a new department of "The Gymnast," perhaps it would be well to consider the value of the position of the Freshmen in relation to the College and its activities and for just what purposes they should stand.

It is during our college days that we are preparing ourselves for lives of usefulness and it is here where we must mold and round out our individualities, not at the expense of others but in such a way that we may become an influence, stimulating to good and worthy action that vast number of people with whom we come in contact now and on through life. We can get so little out of our college life unless we put into it the best we have, and this most ungrudgingly.

So with the Freshman Class there enters the College a new group of persons with their many and varied ideas. A new field of opportunity is offered us but do we best make use of our advantages if we meekly fall in line and tread the paved street of custom? Such a way is indeed smooth, but is it possible for us to live our life's fill by following customs instituted by others and feel satisfied with ourselves in so doing? To be sure, no one wishes to be eccentric, but where is the force of individuality unless it enables us to adapt ourselves to new environments and to add something that is worth while? So let us each one of us believe that we have a power that depends upon our own thought and will for expression and seek to express it.

Let us offer our College the very best we have and with a feeling of regret for the departure of those of nineteen-fourteen and one of most glorious welcome for those who are coming, unite with each other in creating such a spirit that will unite with that already present and be an ever-increasing force in the lives of the students to come.

History of the Class of Nineteen Fifteen



OUR history began September 15, 1913. That first morning saw us lined up on the gymnasium floor, prepared for—we knew not exactly what. Those first days all seemed about alike and it was only through our confidence in our guide that we found our way through a meaningless tangle of commands and instructions, and finally came to a clear understanding of what “from a cross stand frontways” really meant; just where on the map the “stream of consciousness” was located; and why Dr. Morris persisted in lecturing to the northwest corner of the lecture room.

Yes, we were very busy those days, but there came one day finer than the rest, when the Dean called us up in the lecture room and told us we could go on a hike, mapping out our paths for us. Unfortunately, the path chosen for the ladies was in exactly the opposite direction to that of the men; however, we all had a very delightful time, and the memory of that, our first hike, will always be a pleasant one. Since that time there have been several hikes and they always proved one of the most pleasing features of the Normal College life.

We had been in school only a few weeks when the Students' Alliance decided to introduce us to the Normal College Society, so they gave us a “coming out party” in the form of a dance. Thus it was that we became acquainted with our schoolmates, and with some of our instructors as well, for Dr. Reed was there, seemingly making the most of his opportunities to learn the tango.

Our first class meeting occurred in October, when we elected officers, and became a united factor in the life of the Normal College. We were all too busy then

to attempt anything in a social way, but several weeks before the Christmas holidays we conceived the idea of giving a “Christmas Dance” for the Seniors and Faculty, and we went to work with the purpose of making it the biggest success of the season. The dance was dated for the night before we left on our Christmas vacation. Every one was tired but happy and excited over the prospect of leaving the next morning, and the two weeks' freedom from school duties. The hall was gay in Christmas attire, the music good, the spirit of the holiday season in all, and it proved to be one of the jolliest dances of the season. The next morning subdued excitement prevailed, and after four hours of torture we were finally released, bidding each other hasty good-byes and rushing for trains.

The first of the new year found us back in the harness and pulling harder than ever, for the mid-year examinations were beginning to loom up ominously before our eyes. There was no escaping so we dashed into them, emerging some two weeks later more or less torn and tattered, but undaunted.

A few weeks later came the delightful and greatly needed reaction. The weather turned extremely cold, skating was fine and the entire school spent the greater part of two days in pursuit of this excellent sport. Those two days will long be remembered, especially that morning when the Freshman Class gathered around the camp-fire and had “the best eats you ever tasted,” and all declared they had never had a better time.

Being just Freshmen and still in our “minority” as a class, it is only apropos that we should be seen rather than heard from at this time, but next year, if you care to look and listen, you will see and hear more of the class of 1915.

Fabula Innominata

Now though I'm not a witty lass,
But because my class did vote,
They said, "Write something for your class,
And show them that you're a poet."

Now I can't write of lad or lass
Because there isn't time,
And then there're some in our class
Whose names just will not rhyme.

But just a line on one clear man,
Who paces up and down.
"You keep quiet, if you can,"
First smiles and then a frown!

"Study bones," you hear him say,
When a question you have asked.
"Muscles come a later day—
They'll be no easy task."

Then there is another one, we say,
Who's quite unlike a Reed
Because he doesn't sway
And always in the lead.

To all our dances he does come
So spry and full of life.
One-steps, tangos, and then some,
But always with his wife.

Next comes our English teacher,
Whose name I'll never tell,
Although in every feature,
He knows his subject well.

From him we've learned exactly
Who wrote the "Grecian Urn,"
And all about fine poetry,
Which once we used to spurn.

We can't forget the "quiet one"
When satisfied serene,
But when your lesson's left undone,
Beware his looks so keen!

Among these many learned ones
There is one who knows her place—
Fame, honor and respect she's won
With her dignity and grace.

She's always there to lend a hand
In case of trials or needs,
She'll soon be known throughout the land,
Because of generous deeds.

We mention last—that "Solid Rock,"
"Our Dean," above them all,
For he's the shepherd of his flock—
All answer to his call.

And so at last my task is o'er,
And I can rest in peace,
For I have written all I know,
And since it's late, I'll cease.

E. T. '15.

"All in the Day's Work"

A MODERN DRAMA IN FOUR ACTS.

Time—6:45 a. m. to 5:30 p. m.

Place—Normal College N. A. G. U. and vicinity.

Characters—Juniors and "Chorus."

SYNOPSIS.

ACT 1. SCENE 1.

6:45-8:00. Swimming pool. (Girls in various stages of readiness for the swimming lesson. Some in pool.)

Mary—"Kids, is the water cold?"

Florence—"Sort of cold at first but after you get in it's just grand. Don't stand there thinking about it, jump in all at once and you'll be all right." (A splash and gasp, then a brave show of swimming to the other side of the pool.)

(Roll call.)

Mr. Fischer—"Miss Jost up here, Miss Pfeiffer on deck. Now young ladies, please be quiet while I give my lesson." (Process of fastening belt around Miss Jost and a jump in the deep water.)

Minnie—"Where's the other pair of water wings?"

Dev.—"Get out of the way, we're coming." (Frieda and Dev kick off and shoot across the pool on their backs.)

Mr. Fischer—"One—two—three. Bend your arms and legs at the same time. One—two—three. Young ladies: (Clapping hands.) Young ladies, less noise or you will all have to get out, I can't hear myself think. One—two—three."

Emma—"I'm going in now. Better come on, Helen." (General chorus of "Who has the towels?" "Is that shower hot or cold?" "Hurry up or you'll be late for breakfast.")

SCENE 2.

8:45-9:45. Gymnasium.

(Ladies and men in two long front ranks.)

Mr. Rath—"In position with clapping hands twice—stand! Those who have lessons, three steps forward—march!"

Rossi—"Arms to backward to raise—raise. Arms forward straighten—bend."

Rose Q.—"Step left sideward, bend arms for thrust and bend right knee—step."

C. Apking—"Arms and legs forward—raise." (Shouts of laughter.)
(Five minutes elapse.)

ACT 2. SCENE 1.

9:45-10:45. Fencing. Same as Act 1, Scene 2. Small groups around the gym with foils and masks.

Mr. Rath—"The Seniors will take through the chasse and mark 1-2-3. Go slowly at first, then try more speed, but not at the expense of accuracy." (Sounds like a Chinese school. Above the confusion can be heard "On guard," "Advance," "Lunge." "March 1-2-3." "Retreat.")

Helen H.—"There goes my foil, broken off short. Seventy-five cents out of my pocket all because the old thing wasn't warmed up." (Between scenes 1 and 2 there will be a wait of fifteen minutes.)

SCENE 2.

11:00-12:00. Anatomy. Lecture Room.

Dr. Morris—"Anybody absent here?" (Business of taking out skeleton.)

Minnie—"The coraco-acromian ligament connects the scapula and the femur." (Furtive snickers.) (Dr. Morris shows action of scapula, using Mr. Apking as a subject.)

Dr. Morris—"What is a double arthrodial joint?"

Romeo—"It is a joint which has two places where it slides two ways."

Puck—"The check ligament nods the head." (Exasperation on part of Dr. M.)

Dr. Morris—"Of what does the shoulder girdle consist?"

Strohmer—"The shoulder girdle consists of the fifth cervical vertebra, sternum, clavicle, scapula and the humerus."

Evalyn—"Costal cartilage is placed between the lumbar vertebrae."

Dr. Morris—"A rib has a head, neck, body and—"

Braun—"A foot."

Dr. Morris—"Any questions on this lesson? We'll have the knee joint for the next time. That is all."

(Between Acts 2 and 3 there is an intermission of one and one-half hours. During the intermission, the orchestra will play "I Have Music With My Meals" and "Too Much Mustard." For sale at any of the leading restaurants.)

ACT III. SCENE 1.

1:30-2:30. Methods and System. Lecture Room.

Mr. Rath—"Miss Chandler, will you give an example of an intersected exercise of the second unit?"

Emma—"Raise heels—1. Bend upper trunk backward—2. Return—3 and 4.

Mr. Rath—"Don't you know you can't have a postural exercise with both feet off the floor?" (Sounds of mirth.)

Helen—"On what axis do you turn when doing a front vault over the side horse?" (Chorus of "depth," "breadth," "no, depth," "how can that be?")

Mr. Rath—"Don't all speak at once. You turn about your depth axis. Mr. Strohmer, please step up here and we will demonstrate." (The Dean steps from platform. Strohmer comes down left center and Mr. Apking approaches desk from right at same time. Proceeds to pivot Mr. S. in mid-air upon an imaginary horse. Class nods conviction.)

Mr. Rath (placing hand on Strohmer's head)—"This, ladies, is a concrete example." (Pause.) "You should all notice what kind of an exercise you are doing when on the floor. Don't just go through them mechanically. Any questions? The next time we will discuss positions on apparatus." (Class files out of door rear right.)

SCENE 2.

2:30-3:30. Dancing. Gymnasium. (Platform left. Miss Niebergall at piano left front.)

Miss Hein—"Those having lessons step out. Close to the right. Count off to fours from right to left—count!" (Senior teachers take the different divisions to their respective sections.)

Senior Teacher—"Take the glide polka left and right, courtesy left and right, pirouette left, step left in second and point right in fourth. In this manner." (Demonstration.) "In time—begin." (Marvelous execution on part of division.)

Mr. Rath—"Clap hands and form in your first formation—clap!"

Miss Hein—"For the new folk dance we are going to take up Zeb—Sheb—how do you pronounce it?" Czebogar (pronounced Sheb-o-gar.)

Mr. Rath—"Some of you don't get that sore foot step-hop right."

Miss Hein—"We will review 'Did You Ever See a Lassie?' Miss Schrader and Mr. Grueb will please get inside the circle."

Mr. Rath—"Clap hands, break ranks and form in your first formation—clap." (Sound of clapping and a general murmur.)

Mr. Rath (authoritatively)—"Come back." (Sudden quiet.) "Clap hands, break ranks and form in your first formation—clap." (Quiet dissolving of ranks and eventual formation for esthetic dancing.)

Mr. Rath—"We will try the one-step. Miss Niebergall, will you play 'Too Much Pepper?' (Laughter and applause.)

Mr. Rath—"We will take 'The Nightingale' straight through. Arms to third amplified—raise. In time—begin." (Much fluttering of hands followed by fearful and wonderful leaps. Many admonitions such as "make a nice rounded circle," "point your toes," "don't bend your knee so much in the arabesque.")

Bell. Mad scramble of perspiring crowd toward locker rooms. (Half an hour interval between Acts 3 and 4 for change of costume.)

ACT IV. SCENE 1.

4:00-4:45. Observation. Balcony overlooking gymnasium. Juniors and Seniors seated, criticism note-books open to jot down comments.)

First Junior—"Is that the right alignment? Class ought to be over there, oughtn't it?"

Second Junior—"Guess so. Have some candy?"

First Junior—"Thanks. Going to the dance to-morrow night?"

Second Junior—"Don't know yet. Say, he's getting good work out of the class."

First Junior—"Yes, and making good corrections, too. Gee I hate to think of doing this next year. It's different with a class of your own but here you know every one is criticising every move you make. It'd get my goat."

Second Junior—"Mighty good thing, though. Look, she demonstrated wrong that time. Did the step hop and called it the balance hop." (Hasty making of notes to that effect.)

Bell. Scraping of chairs as the students pass from balcony to lecture room.

SCENE 2.

4:45-5:30. Criticism. Lecture room.

Mr. Rath—"The Juniors will join in the criticism to-day. Mr. Anderson, what have you to say?"

Mr. Anderson—"I thought he lost too much time getting the class lined up. Otherwise the lesson was very good."

Mr. Rath—"Have you anything under 'Place of Class and Teacher?'"

Anderson—"It was all right. He observed the exercise from the front and side, which was a good thing."

Mr. Rath—"Has any one else anything to say? If not we will go on to the next."

Senior—"Can you have an inner hand-knee hang from a cross stand under the horizontal bar?"

Mr. Rath—"Not very well."

Another Senior—"It is in the outline that way."

Mr. Rath—"Are you sure? One of the other students insisted that a certain exercise was in the outline but was unable to find it when I asked to see it. We will have to-day's work until next time to criticise. Class is excused. Class leaders please stay a few minutes." (Majority of class exits rear right. Those remaining take seats near center front.)

Mr. Rath—"Anything to be said about last week?"

Junior—"They didn't clear the floor when I rang the bell and I had to speak to some of them personally."

Mr. Rath—"Any one anything else to report about order or ventilation? The class leaders will please watch these things. You are excused."

(Quick curtain. Orchestra plays "Nothing To Do Till To-morrow.")

The production staged by the North American Gymnastic Union.

—Executive Staff—

Acting Manager Emil Rath

Assistant Manager Elsa K. Hein

General Press Representative.. H. Steichmann

Stage Manager "Bill"

Scenery by Socialer Turnverein and Marion Club. Costumes designed by Normal College N. A. G. U. and executed by various dress-makers and tailors. Shoes by Westing, Habich and Marott.

C. L. O. '15.

When Man Has Man to Make

There are many things in many lands
That man is wont to do,
But the latest one just lately found
We'll now reveal to you.

You'll say it's most impossible,
And shake your heads with vim;
Now listen, and we'll tell you!
But it's really most a sin.

It's just this simple problem,
So hark ye and listen well:
"If mighty man had man to make,
What would he be, pray tell!"

He's made most wrong as we've found out
From tip of head to toe;
So fertile brains of Junior Class
A man most made—oh, woe!

A clever student quick to see
That things are not as they should be,
Placed the odontoid process strong
Just where he thought it ought belong.

On the cervical first he would have it so,
For why be the body of the next below?
Then Doctor Morris, with serious mien,
Did let him have it, as best it did seem.

And said with that smile we all know well,
"Most wonderful are the things you tell,
Your statements for granted I then will
take,
When man has mighty man to make."

They worked their hardest, tried their
skill
This unknown task to well fulfil,
And raked their fertile brains so rare
To make a creature strong and fair.

And oh, the feet, and woe the foot
Whose bones they did together put!
Interesting, too, and amazingly grand
Some had the foot in place of the hand.

And if these feet might all be true
"Twould give the shoemakers heaps to do,
For equal in number to medicine's score,
Shoes different in shapes and sizes galore.

And why shouldn't costal cartilages,
Instead of where they are,
Be right between the vertebrae
To help break a sudden jar?

So sayeth one fair student,
But the doctor shook his head,
"I don't see just how that can be
Or I have been misled."

But as grave silence means consent,
We students all just listened.
We would not have our plans so rent,
Our eyes the more they glistened.

We're quite enthused and wide awake
Concerning this problem grand,
But fear we'll quiver and we'll quake
Before this, our new-made man.

Muscles as yet we do not take,
But this we'll tell to you:
When man has mighty man to make
Those needed won't be few.

Surgeons and doctors will moan and
groan
When to the fact they awake,
That man is no more as he was
When man has man to make.

R. V. Q. '15.



SOCIAL AFFAIRS

Social Dancing



ALL WORK and no play makes Jack a dull boy," is an adage as true as it is old and also most shamefully misused by certain society classes as a means of cloaking their flagrant actions. Everything is sacrificed in the name of "social function." No wonder that dancing bears such a stigma. But we all know that there is little chance up here at college of wasting valuable time. Jack gets his play but he also gets his share of good conscientious, Normal College work. This accounts for the number of enjoyable dances we have had during the last year of school.

The first dance of the year was given by the Seniors as a welcome to the new class and to serve as a means for the classes to become acquainted. Each student was tagged with a slip bearing his or her name and the name of the city from which he hailed. Early in the evening the ice was broken, and friends were quickly made. Surely this evening will be remembered by all.

Several unique dances followed, such as a farmer's cande, Christmas, masquerade dance and so forth. The seasons in which they were given made such novelty affairs appropriate.

The farmer's cande was enjoyed immensely. Every one appeared in characteristic costume and the dancing was in keeping with the occasion—the Virginia reel and barn dance being among the favorites. The lecture room was disguised with corn shucks and hay, reminding all of the harvest season, while the refreshments, consisting of doughnuts and cider, were eaten with a Hoosier appetite.

It was quite a delight to the Seniors when they received invitations to the Christmas dance given by the Juniors in their honor. This affair was looked forward to with great expectations, for it was rumored that the Juniors were planning many surprises for their guests. The night of the dance arrived and the affair proved a complete success. The Christmas spirit took hold of every one that night, because old Santa had paid us an early visit, leaving a beautiful tree and filling all of the stockings which hung over the chimney. During the evening many novelty dances were enjoyed. This was the beginning of a series of good times, for the next day almost every one went home fully prepared to enjoy the Christmas holidays.

Christmas recess being over, semester exams came on in full force and little thought was given to anything but study. Of necessity, things were quiet for a while, but as soon as time allowed fun to creep in, a masquerade ball was given. This dance, as the rest, was a great success. Many nations were represented, among them Turkey, Japan, Africa, Greece, Spain and so on, and bloomer "girls," sailors and tramps were popular. Every one enjoyed trying to recognize each other but some remained unknown until masks were removed. This dance, too, afforded all lots of fun.

Joy and good fellowship were all that existed at our dances, but to fully realize it one had to be present. These good times that we had will always be remembered with much pleasure when we think of "Our College Day

G. K. '14.

Cross Country Walks (Hikes)

THE first one of the season was enjoyed on Thursday of the second week in October. We started from the College building at 2:30; the temperature and weather ideal, a knit sweater being the only wrap necessary.

We all boarded the College avenue car, paid our nickel and asked for a transfer to the Riverside car. This carried us in half an hour to the point from where our walk began. We alighted at the Emrichsville bridge, then over typical country roads and by means of cross cuts over meadows we struck the tow-path.

Those of us who have gone before will recall the days when they as students strode along the old historic canal. This was actually used in years long past for transporting heavy merchandise and the well-trodden tow-path was beaten down by the heavy hoofs of draft horses straining to pull the craft along the waterway, while their drivers used a long, strong pole for the two-fold purpose of prodding the plodding animal and keeping the laden transport in midstream.

Those were the happy days, perhaps. But the girls, dressed in colors that rivaled the autumn coloring of the giant trees along the path, tripped along in an "Ishgebibble" (I should worry) state of



"Look Pleasant."

mind which left little room for thoughts of the time when these trees were there merely for the utilitarian purpose of providing shade for man and beast.

The cold fall nights had turned the sumacs to a wonderful fiery red. The maples were in their yellow shades. In one place we could not hear ourselves talk for the flocking grackles (blackbirds) outdid us and compelled us to stop, listen and wonder at their noisy confab. It gave us a sort of envious pang to think how much faster and farther they were hiking than we. We were perfectly able to stir up an equal amount of noise. Catches of popular and folk songs were taken up right lustily as the mood seized those of us whose sweet throats trill at the slightest suggestion.

The walk of four miles brought us to Fairview, where, having climbed the steep embankment up out of the valley and having reached the summit, we sat about among the fallen gold feeling like so many Midases, who had had their fill of gold. We searched our pockets for silver and patronized the little candy and soda shop close at hand.

As dusk was falling thirty-eight girls carrying decorations of red and gold leaves and huge bunches of purple and white asters left Fairview. They had walked one hour and spent one hour on





The "Bunch."

the cars, besides ten cents for fare. Like the grackles, they were enthusiastic over their accomplishments.

The second hike took place during the car strike, Tuesday, November 4, election day. The Turner girls, approaching with a regular good sized stride, heads up, shoulders squared, sensibly skirted, drew all eyes in their direction long before they passed the polls. They laughingly heard themselves dubbed suffragettes. No doubt Mr. Voter, trying to figure out how to scratch his ticket to lift the city out of its political mess, would have opened his arms to such a capable looking helpmeet.

But the squad was on far different duties bent. To walk from the heart of the city to its outer shell and back again was a fit undertaking, considering the strike. By the time four miles of pavement had been traversed, locomotion wasn't quite so springy. One of the spacious trucks of the Indianapolis Abattoir Company was hailed, assailed and captured by those having enough energy left to be fresh, and a lucky number reached home the easiest way. The rest fagged it out on the hoof to the last block. Surely the gods must have envied the eating and sleeping which followed.

The chill and bleakness of winter are no check to the wanderlust possessing us. Perhaps the liveliest tour we made was on the Thursday of the first week of January.

The village grocery store at the end of the Meridian Heights car line was the scene of active business for about fifteen minutes after the girls had "lit." Oh!



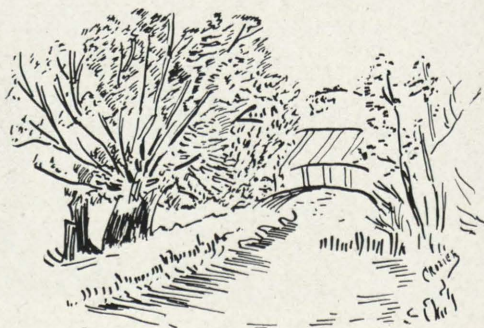
Hi "Bo!"

those luscious pickles. Besides these necessary viands other eatables were laid in for the trip.

Up and down hill, over barren fields with here and there a tree in skeleton, the fun of guessing whether it be a maple, sycamore, beech, birch, oak or elm was quite a pastime for those of us who like such games. There were wooden fences to be vaulted, a ditch to take a running broad jump over and barb fences to get through. Remnants of the togs we wore will testify that we didn't always "clear" the obstacle.

A log club house en route was stealthily entered by a window and reconnoitered from attic to cellar. Nothing more valuable than a log in the "den" was found. Departure was taken through the back door, which led directly upon the tow-path. Once out of the spooky, deserted cabin, we were stirred to sing till the woods round about echoed back our joy. Thus we reached the crest at Fairview, boarded the car and came trooping in at the dormitory just in time to help clear the tables.

K. S.



Skating

BUT when hiking time was over, our outdoor life and sport was not at an end. To our great delight, the skating was "bliss." Our good Dean granted us a half-holiday one Monday. Not one was missing from Garfield Park. Our sweaters, caps and skates showed readiness for the good old winter sport.



And a good winter sport it is. Perhaps no one realizes this as fully as does our "California Friend." But perseverance has its own reward!

The night following, Broad Ripple was the scene of much revelry by night. We could hardly call it night, for the round, full moon shone in all its splendor on the skaters. The frolic of that evening was enjoyed from five until nine-thirty.

On Wednesday morning the Dean could not resist the temptation to allow us the privilege of enjoying the ice and so we again glided over the glassy lake.

But Wednesday evening was the crowning feast of all. The Normal College was well represented at Broad Ripple, the ice, as smooth as glass, the bonfires crackling and sputtering on all sides, the big round moon smiling on all, made a sight which only those participating could appreciate. And such a "wiener" roast, and



such a marshmallow toast was never before or again so much enjoyed or sung about.

Toward the end of the week sharp winter winds drove many from the lake, but a few faithful Normal Collegers were to be seen on the ice as late as Thursday evening.

Then came a marvelous change in the weather, a change which will not be forgotten for a long, long time. The snow fell thick and fast for two days, until at the end of that time the whole city was a

beautiful white. What could be better for sleighing than dry and well-packed snow? That is what we thought. Accordingly, "bob parties" were formed, "bobs" were ordered and every possible arrangement was made for a jolly good sleigh ride.

Behind one team of horses and the merry jingle of bells were eleven happy girls. And such a glorious evening! The farewell shouts at the dorm were heard at 5 p. m. The ride continued until 8:30 p. m. The route taken was through the main streets and avenues, around the Circle and then out into the country roads. That it is fun to ride in a "two-horse open sleigh" was truly verified by the shouts and songs that pealed forth from the sleigh.

Eleven couples, well hooded and warmly clothed, rode behind a double team of horses. The shouts, the songs, the joy bells and horns aroused the Indianapolitans, and called them forth to cheer. The delightful ride began at 8 o'clock and at 11 the last sounds of sleigh bells died away. That good old sleigh! What tales would it tell, could it talk!

And as the winter turns to spring, and the new and fresh winds invite us all to seek their sweetness and refreshment, we plan our sports with joy, "Saddlers" have been promised, and with our spurs and whips we will "boot, saddle, to horse and away." And the day is near when we will prove our horsemanship, as we gallop away from the crowd of cheerers at the "dorm."





Athletics

History of Athletics

ACTIVITY is a law of humanity. This is one of the many laws of nature which has existed since the creation of man and will continue as long as the human race survives. According to Darwin's theory, man evolved from



"Ein Handstand."

lower animal and in his evolution, which took place gradually and through a long period of years, there was also a gradual development in his activities.

In primitive man self-preservation was the most important tendency, and survival depended upon his capability of obtaining food and his ability to escape his enemies. This brought about activities such as running, jumping, climbing, fighting, etc., which were purely instinctive and very crude, but accurate in nature. During this period the greater part of his life was spent in the trees, which were his home. He made his abode wherever food, shelter and protection were most easily obtained.

From this mode of living, he changed his home to the caves and then to the water front, which was due to a change in climate, floods and other physical conditions. With his change of environment there came a mental and physical change, and communities were created. In these communities, families which excelled in

certain activities, followed only that activity, and exchanged their commodities for those of other families. Thus the life of man developed both physically and mentally, and the end in view was not only the preservation of the individual but that of the tribe, and the youth was trained to fight and partake in such activities as were characteristic of his tribe.

This development continued until the dawn of history, when we find the Persians, Egyptians and Hebrews indulging in physical activities for the betterment of the race, the aim being to develop good soldiers. The activities consisted chiefly of archery, riding, running, jumping, throwing the spear and other exercises of offense and defense. These nations had no organized form of physical training; they practiced these activities only for military purposes and were organized only during time of war.

We next come to the Greeks, who were the first to organize and systematize ath-



Strong!

letics. The geographical situation of Greece, the Greek religious sacrifices combined with their beauty-loving and esthetic instincts, were fundamental in the establishment of the games and athletic festivals which have made the Greeks the true founders of organized gym-



Senior Indoor Base Ball Team.



Freshman Indoor Base Ball Team.



Look Who's Here.

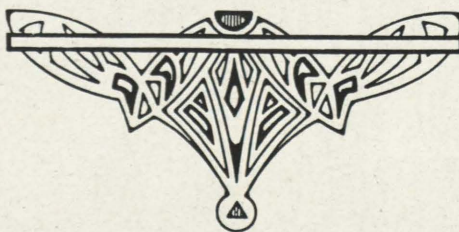


At Butler.

nastics. Their Olympic, Pythian and Nemean festivals, show that the Pentathalon, Decathalon and other events, have never been equaled in modern athletics.

Throughout the supremacy of the Romans and the despotism of the early Germans, gymnastics advanced gradually by the introduction of military tactics and other innovations. It was not until the

time of men like Gutsuths and Jahn, however, that the present system of gymnastics received its first impetus. Through the efforts of men like these and those of following generations, the German-American system of gymnastics has been elevated to the high standard which it maintains today.



The Advance of Athletics and Gymnastics In Our School

Our field and track work at school was taken up somewhat differently this year than in the past. Lectures on the various events taken up were given us out on the field and the technique, coaching and training of each event studied was made clearer by practical demonstrations by the students.

Our gymnastic team, which gave numerous exhibitions and demonstrations

here at Indianapolis, has made wonderful progress since the opening of the school year and may be classed as the best all-around team among colleges following up our line of work. The exhibition of our team at Cincinnati was a wonderful success, and proves that physical training is already widely appreciated among the educational societies of the country.



Fencing Team.

First Annual Field and Track Meet

—Entries—

100-Yard Dash — Messrs. Fischer, Moore, Ray, McComb, Dr. Reed, Dr. Ocker.

220-Yard Dash — Messrs. Fischer, Moore, Ray, McComb, Dr. Reed, Dr. Ocker.

440-Yard Dash—Dr. Maxwell, Dr. Fosler, Mr. Blair, Mr. Moore.

880-Yard Dash—Dr. Maxwell, Dr. Fosler, Mr. Scherer, Mr. Stempfel.

Mile Run—Dr. Morris, Dr. Fosler, Mr. Scherer, Mr. McComb.

120 High Hurdles—Dr. Guedel, Dr. Reed, Mr. Ray, Mr. McComb, Mr. Weyant.

220 Low Hurdles—Dr. Guedel, Dr. Reed, Mr. Ray, Mr. McComb, Mr. Weyant.

Shot Put—Dr. Guedel, Dr. Reed, Mr. Moore.

Hammer Throw—Dr. Guedel, Dr. Reed, Mr. Moore.

Discus Throw—Mr. Stempfel.

High Jump—Dr. Morris, Dr. Kiser, Dr. Ocker, Mr. Reuter, Mr. Weyant.

Broad Jump—Dr. Morris, Mr. Reuter, Mr. McComb, Mr. Moore.

Pole Vault—Dr. Kiser, Dr. Ocker, Mr. McComb, Mr. Scherer.

On January 1, 1914, the faculty of the Normal College of the N. A. G. U. held their annual track meet at Butler College field. Here, upon a field which would have been more suitable for a swimming race, these gallant warriors carried the red and white to victory.

The contestants wore the Greek marriage costume, forty yards of bright purple bunting wound around their bodies, and their appearance was marked by violent applause from the crowded stands.

Hark! the voice of the announcer: "All out for the hammer throw!" Dr. Guedel stepped into the circle. He protested that he would not enter unless all candidates had a blood pressure of not more than 140 mm. of mercury. All was well. With a terrific heave the hammer disappeared in the air. Even Mr. Moore's expectations

were exceeded, and we have since learned that parts of the molten iron have fallen in Brown county, where astronomers mistook them for meteors.

The pole vault came next, and the lighter men, Messrs. Scherer and Fischer, broke the previous faculty record by a foot. They were disqualified, however, for packing the ground too hard upon alighting.

"All out for the mile."

The team which lined up for this event is said to be the heaviest in existence. This event, however, was marked by a sad incident. But for it all records would have been smashed. Mr. Ernestinoff, crippled through incessant piano playing, stood on the side lines, and as the contestants rounded the bend upon the home stretch he began to sing "The Scarlet Saraphan," Sad, oh sad! One by one the men stopped and fell to the ground weeping, and had it not been for Dr. Maxwell's emergency work, disaster might have followed. After four hours of waiting a rescue party was sent out and Mr. McComb was found in one corner of the field, running in place and reading Shakespeare. He had forgotten to finish—so deep in meditation was he.

The 100-yard dash, one of the fastest in history, 29 flat, was marked by splendid endeavor on the part of all contestants. The splendid Greek form, so well demonstrated by Mr. Moore, was used by all, and the race was run with the same handicaps as in days of yore.

The high jump was an exciting event. Dr. Morris, after an anatomical explanation of the movements involved, gave a pretty demonstration. Dr. Maxwell, through nicotine stimulation, won the event, but departed immediately for the German House, where he competed in a chess contest. (?)

The broad jump was also featured by exciting happenings. Mr. Reuter and Mr. Moore were the heroes, and only the expert knowledge of the Greek style of jumping gave Mr. Moore the victory (he jumped fifty feet). He was crowned with thistle and carried about the field upon the shoulders of his enthusiasts.

The 220-yard dash furnished laughter as well as excitement for all present. Dr. Ocker, through his hygienic living, won the event. The result was contested, however, by Mr. Ray, who claimed that he had passed the tape first. It was afterward discovered that, lost in deep meditation, he failed to start, and, consequently, he stood upon the finishing line first.

The shot put was thought to be won by Dr. Reed. He put the missile with such force that it disappeared. After careful inquiry, however, it was found that the shot had fallen in the ring, in back of him. He was positive he put it, but he doesn't remember where.

Mr. Stempfel won a decisive victory in the discus throw, and was crowned with a "dustless crown." He hurled it 25 feet more than any other competitor. (See the entries and summary.)

The excellent results of the meet were due solely to the efforts of our Dean, Mr. Rath, who by a word of encouragement here and there, spurred the men on to greater endeavor.

The closing event, the annual marathon, was started at 5:30 p. m. The exact results of the event have not as yet been heard, but we hope that all contestants are still on their feet and—running.

—Summary—

100-Yard Dash—Dr. Ocker, first; Mr. Fischer, second; Dr. Reed, third.

220-Yard Dash—Mr. Moore, first; Dr. Reed, second; Dr. Ocker, third.

440-Yard Dash—Mr. Blair, first; Dr. Maxwell, second; Dr. Fosler, third.

880-Yard Dash—Mr. Stempfel, first; Mr. Scherer, second; Dr. Fosler, third.

Mile Run—Dr. Morris, first; Dr. Fosler, second; Mr. Scherer, third.

120 High Hurdles—Mr. Ray, first; Mr. Weyant, second; Dr. Guedel, third.

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Hammer Throw—Dr. Guedel, first; Mr. Moore, second; Dr. Reed, third.

Discus Throw—Mr. Stempfel, first.

High Jump—Dr. Maxwell, first; Dr. Morris, second; Mr. Reuter, third.

Broad Jump—Mr. Moore, first; Mr. Reuter, second; Dr. Morris, third.

Pole Vault—Mr. McComb, first; Dr. Ocker, second; Mr. Scherer, third.



Das Deutsche Seminar

WENN der Beweis erbracht werden müsste, dass im Turnlehrerseminar die deutsche Sprache die ihr gebührende Stellung einnimmt, so könnte er durch Hinweis auf den Unterricht im deutschen Seminar sowie auf den deutschen Turnunterricht leicht geliefert werden. Da die Teilnahme in beiden Fächern nicht obligatorisch ist und sie auch wohl wegen der Aufnahme nichtdeutscher Seminaristen nicht zu Pflichtfächern erhoben werden können, ist es gewiss aner kennenswert, dass fast die Hälfte unserer Studenten am deutschen Unterricht teilnimmt. Das Interesse dafür ist lebhaft, und es sind zwei Gründe, die es anfeuern: Den meisten hier geborenen Kindern deutscher Eltern wird Bildungsdrang, sowie eine gewisse Anhänglichkeit an die Ideale der Eltern vererbt, und glücklicherweise gibt es ja in turnerischen Kreisen immer noch eine Anzahl Leute, die Ideale hegen und ihren Nachkommen einpflanzen. Bei letzteren regt sich dann das Streben, mit dem Schönen und Grossen, von dem Vater und Mutter gesprochen, näher bekannt zu werden, und wenn sie das Glück haben, in unser Turnlehrerseminar eintreten zu können, freuen sie sich der prächtigen Bücher, die im Seminar für deutsche Sprache und Literatur gelesen werden und der anregenden Vorträge, die ihnen so viele herrliche Gedanken unserer besten Dichter vermitteln. Der andere Grund, der uns drängt, die deutsche Sprache zu bemeistern, ist der, dass die meisten und besten Werke über Turnen und verwandte Fächer in deutscher Sprache geschrieben und bis jetzt nur in sehr geringem Masse ins Englische übersetzt worden sind. Die Turnliteratur in englischer Sprache befindet sich noch im allerersten Anfangsstadium, und die deutsche Fachliteratur bildet ein ganz bedeutendes Hilfsmittel für alle, die sich unserem Beruf und der Ausbreitung des Turnens in diesem Lande widmen wollen.

Wir deutschen Seminaristen können unseren Lehrern kaum genug dafür danken, dass sie sich so ernstlich bemühen, uns mit der deutschen Sprache und der

deutschen Literatur vertraut zu machen. Es ist gewiss für sie manchmal eine schwere Aufgabe, denn die Kenntnis des Deutschen ist bei manchen Seminaristen immerhin so gering, dass Unterricht in der Grammatik mit dem in Literatur Hand in Hand gehen muss. Dass wir dennoch eine Anzahl deutscher Meisterwerke lesen und studieren konnten, haben wir unserem Lehrer, Herrn Peter Scherer, zu verdanken, der das Interesse dafür zu wecken und zu heben weiss. Neben dem eigentlichen deutschen Unterricht erhalten wir von ihm durch Erläuterung der Charaktere dieser Bücher auch eine bestimmte Unterweisung in Charakterkenntnis, die nicht zu unterschätzen ist.

Eines der interessantesten Werke, das wir lasen, ist Lessings "Nathan der Weise". Nathans weise Worte und das Ergebnis des Schauspiels: dass nicht Religionen, Systeme, Ueberzeugungen das Höchste sind, sondern der innere Wert eines jeden Menschen als das Grösste und Schönste aufzufassen ist, werden hoffentlich bei den Teilnehmern am Kursus ihre nachhaltige Wirkung nicht verfehlen. Von Lessing wurde ferner noch das bürgerliche Trauerspiel "Emilia Galotti" durchgenommen. Einen der schönsten Genüsse bot Goethes Lebensbeschreibung, "Dichtung und Wahrheit". Diese Schilderung der Kinder- und Jugendjahre des grössten Meisters der deutschen Dichtung wird uns unvergesslich bleiben. Von den Klassikern wurden wir zu späteren Schriftstellern geführt. Zuerst kam Hebbel an die Reihe mit "Agnes Bernauer". Bei der Lektüre des traurigen Schicksals dieses Opfers aufeinanderstossender Gegensätze zwischen alter und neuer Zeit wurden wir alle gerührt. Dann kam ein lustigeres, aber nichtsdestoweniger recht wertvolles Buch, Gustav Freytags Lustspiel "Die Journalisten". Mit Vergnügen sind wir den lustigen Streichen des Redakteurs Bolz gefolgt und haben einen vorzüglichen Einblick in das deutsche Volksleben erhalten. Dies war in noch grösserem Masse der Fall bei der Lektüre des Romans von Freytag, "Soll und Haben."

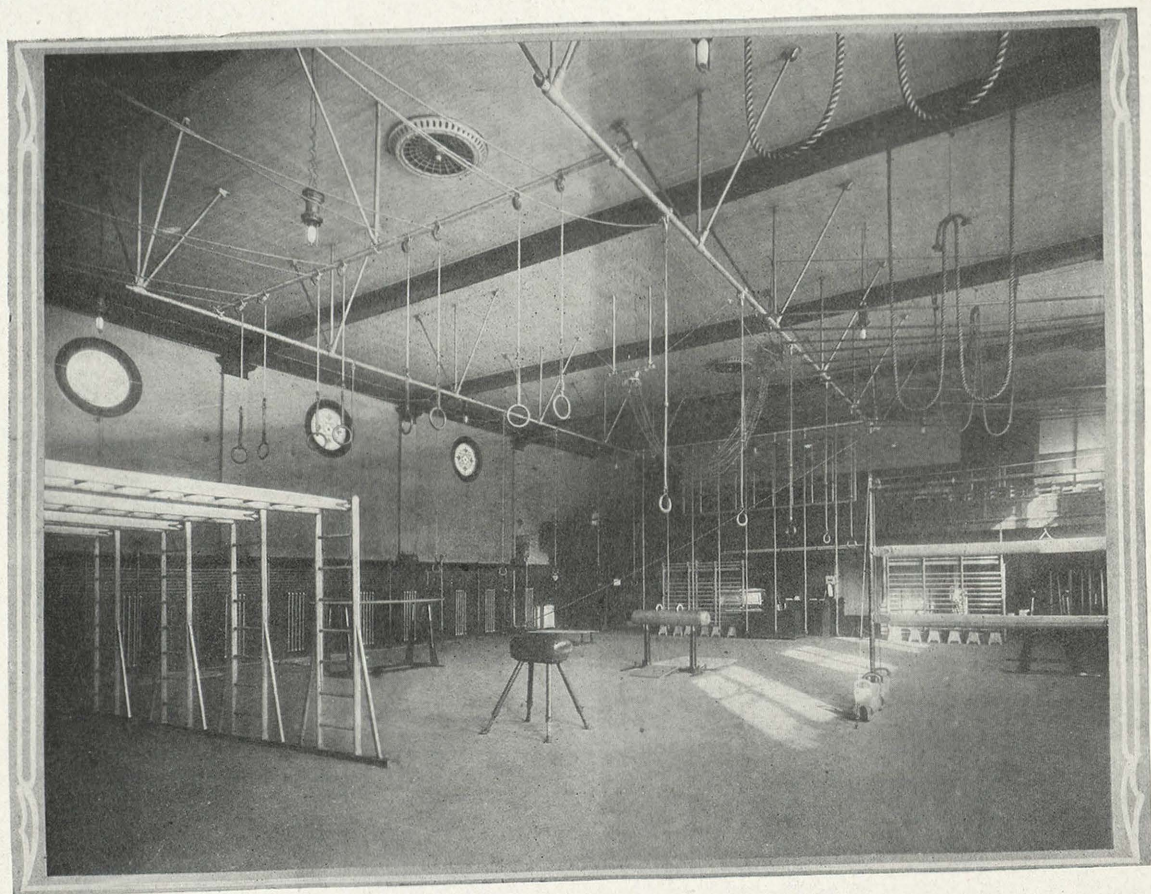
Wenn auch in einer Anstalt wie der unsrigen, wo das Deutsche nur Nebenfach sein kann, die Auswahl der Bücher klein bleiben muss, so haben wir durch das Lesen derselben unendlich viel gewonnen: nicht nur die Kenntnis dieser Werke selbst und des Lebens, das sie schildern, sondern auch den Wunsch nach weiterer Lektüre von Werken der deutschen Meister—und das ist vielleicht das Wertvollste an solchem Unterricht, jungen Leuten das Verlangen nach guten Büchern einzupflanzen. In späteren Jahren werden wir beim Lesen eines deutschen Buches uns dankbar der Zeit erinnern, die wir im Seminar für deutsche Sprache und Literatur verbrachten.

Wie sehr die Seminarleitung bemüht ist, die Studenten mit deutscher Geschichte und deutschem Wesen vertraut zu machen, geht auch daraus hervor, dass in jedem Jahr eine Anzahl Vorträge in deutscher Sprache über die Geschichte des Nordamerikanischen Turnerbundes gehalten wird. Der jetzige Bundessprecher, Herr Theo. Stempfel, unterzieht sich seit sieben Jahren dieser Aufgabe, und dass wir eine richtige und interessante Darstellung dieser Geschichte, beginnend mit den Anfängen des Turnens unter Vater Jahn, erhalten, dafür bürgt wohl seine genaue Kenntnis dieser wichtigen Phase im deutschen und deutschamerikanischen Leben.

Den deutschen Turnunterricht leitet Seminardirektor Herr Emil Rath. Auch er gibt sich beständig Mühe, in uns das Interesse für die deutsche Literatur zu wecken, wenn auch selbstverständlich die Turnliteratur während

seiner Unterrichtsstunden an der Spitze steht. Die besten deutschen Fachwerke stehen uns in der Seminarbibliothek zur Verfügung, deren Bereicherung sich die Seminarbehörde fortgesetzt angelegen sein lässt. Beim deutschen Turnunterricht werden neben anderen Werken auch die neuen Verfügungen des preussischen Kultusministeriums benutzt, während auch viele Seminaristen, die der deutschen Sprache mächtig sind, sich Mauls Bücher über Anleitung zum Knabenturnen und Mädchenturnen, sowie seine Geräteübungen angeschafft haben. Ebenso wird Schmidts "Physiologie der Leibesübungen" von vielen gelesen, und einige unserer Klassengenossen haben sich sogar das grössere Werk desselben Verfassers, "Unser Körper", dessen Wert wohl überall anerkannt wird, kommen lassen. Wenn bei jungen Leuten, die in diesem Lande geboren und in amerikanischen Schulen erzogen worden sind, solches Interesse für diese Bücher erweckt werden kann, so muss wohl zugestanden werden, dass die Leiter und Lehrer des Turnlehrerseminars es verstehen, bei ihren Zöglingen den Sinn für deutsches Wesen und das Streben nach Kenntnis der deutschen Kultur zu erregen und aufrecht zu erhalten. Wir wollen hoffen und wünschen, dass es möglich sein wird, allen Seminaristen deutschen Unterricht zu erteilen, damit sie wenigstens in den zwei Indianapoliser Jahren in den Stand gesetzt werden, die deutsche Fachliteratur zu studieren. Unseren Lehrern sei in diesem Jahrbuch der Klasse von 1914 der Dank aller Mitglieder der deutschen Klasse ausgesprochen.





GYMNASIUM



JOKES

Humor in der deutschen Klasse.

✠ ✠

Lehrer: Herr Harz, konjugieren Sie "schlagen".

Harz (missverstehend): Ich schlafe, Du

Lehrer: Gute Nacht! Der nächste.

✠ ✠

Lehrer: Herr Grueb, geben Sie die Hauptformen von "trinken".

Allgemeines Gelächter. Warum?

✠ ✠

An was Kramer wohl dachte, als er las: Er machte ihr die "Sauer" (statt "Cour")?

✠ ✠

Lehrer: Herr Stecher, deklinieren Sie Knabe".

Stecher (der nur das letzte Wort gehört hatte): Der Knabe—ich weiss nicht was ich damit tun soll!

Lehrer: Vielleicht können Sie ihm mal den Stock zeigen!

✠ ✠

Lehrer: Uebersetzen Sie "twenty-first".

Braun: So weit geht's nicht.

✠ ✠

Lehrer: Steigern Sie das Wort "sauer".

Schülerin: Sauer, mehr sauer, am meisten sauer.

Lehrer: Das gibt's nicht.

Schülerin: Wenn Sie je gekocht hätten, würden Sie wissen, dass es so etwas gibt.

✠ ✠

Lehrer: Was waren die alten Deutschen zur Zeit der Völkerwanderung?

Schüler: Juden.

✠ ✠

Lehrer: Wer erteilte den Unterricht der Gymnastik bei den Griechen?

Schüler: Die Priester.

✠ ✠

Lehrer: Was tat der Fisherknabe im Kahn?

Schüler: Er hütete die Kühe.



This is the Life.

WHAT TICKLED US.

A celebrated vocalist was in a motor car accident one day. A paper, after recording the accident, said: "We are happy to state that he was able to appear the following evening in three pieces."—*Pathfinder*.

The Caller—"I want to see your master about a bill."

The Diplomatic Servant—"He left for the country last night."

The Caller—"I want to pay him."

Servant (hastily)—"But he returned this morning."

Policeman—"Do you have to take care of the dog?"

Nurse Girl—"No, the missus says I am too young and inexperienced. I only look after the children."—*Zion's Advocate*.

APPLIED LOGIC.

Foot, the English comedian, dined one day at a country inn and the landlord asked him how he liked his fare.

"I have dined as well as any man in England," said Foot.

"Except the Mayor," cried the landlord.

"I except nobody," said Foot.

"But you must," screamed the host.

"I won't."

"You must."

At length a petty magistrate took Foot before the mayor, who observed that it had been customary in that town for a great number of years always to "Except the Mayor," and accordingly fined him a shilling for not conforming to ancient custom. Upon this decision, Foot paid the shilling, at the same time observing that he thought the landlord the biggest fool in Christendom—excepting the mayor.—*Christian Register*.

Smith (on steamer in mid-ocean)—"Going across old chap?"

Brown—"Yes. You?"—*New York Times*.

TOO SUCCESSFUL.

Quizzer—"What is the matter, old man? You look worried."

Scissor—"I have cause to. I hired a man to trace my pedigree."

Quizzer—"Well, what's the trouble? Hasn't he been successful?"

Scissor—"Successful! I should say he has; I am paying him hush money."

"That fellow certainly is a dub."

"For why?"

"I told him I bossed my wife and he went and told her."

A naval officer wishing to bathe in the Ceylon river, asked the native to show him a place where there were no alligators. The native took him to a place where there were no alligators. The pool was close to the estuary. The officer enjoyed his dip and while drying in the sun asked his guide why there were never any alligators in that pool.

"Because, sah," the Cingalese replied, "they is plenty afraid of shark."—*Calcutta Englishman*.

Doctor—"You should take three or four eggs daily for a month to build you up."

Patient—"But, doctor, I can't afford that."

Doctor—"Well, then, you must take a trip to Europe."—*Boston Transcript*.

Autoist—"I haven't paid a cent for repairs on my machine in all of the ten months I have had it."

Friend—"So the man who did the repairing told me."

"Oh," said Finnegan, "I am needing cash, lend me a cent."

"Sure," said St. Peter, "just wait a minute."

"Edith, is that young man gone?" called the landlady at ten bells.

"Yes, completely," came the answer.—*Michigan Gargoyle*.

A Long Wait.

It is told of Mr. Finnegan that he died, and when he greeted St. Peter he said: "It is a fine job you have got here for a long time."

"Well, Finnegan," said St. Peter, "here we count a million years as a minute, and a million dollars as a cent."

LOCALS.

Do you remember the morning when motion pictures of our class would have looked like an ordinary photograph?

Braun, while on a hike, was knocked down by a motorcycle. The village constable came running up and asked eagerly: "You didn't see the number, but could you swear to the man?"

Braun—"I did, but I don't think he heard me."

Now, honest, but don't Art and Fritzie tickle you?

Rossi (from Kirkwood) dropped a nickle in the telephone and stood patiently waiting.

Exchange—"Number."

Rossi—"Five cents."

Exchange—"Hello, what do you want?"

Rossi—"Spearmint."

A confused mass of legs and arms—a dull thud—a grunt! One of the students rushed up to Linde, who was practicing aeronautics from the horizontal bar.

"How did you fall, Linde?"

Linde—"Obliquely backward and downward with a half turn backward about the breadth axis."

Suggestions for new Athletic Activities: Mazurka hop, sideward for distance; Arabesque forward for height.

Mr. Ray—"Now besides the sense-realists, there were the—"

Art—"Nonsense realists!"

Prof. McComb—"What was the position of Lear at the end of the play, Mr. Eichenlaub?"

Mr. Eichenlaub (after deliberation)—"Oh, yes, he was dead."

While Miss Niebergall, our pianist, warmed up for the dance, the drummer beat it. Note—We are not responsible for this. We found it in the contribution box.

Some student wrote on the virtues of the Cleanum (Plenum) system of ventilation in a hygiene test.

Doc Guedel played at football,

And played a brilliant game;

He made a flying tackle,

Then found himself quite lame.

He thought her in the grandstand,

And on her lips his name,

But, oh, what was his deep chagrin

When he found that she'd left the game.

A specimen of our students' careful selection of words to express their ideas: "My, how soon the time flies away so quick."

Heine (jumping up hurriedly)—"Hey, roomie, the alarm has just gone off."

Carl (turning over slowly)—"Uh-huh, thank goodness—hope she never comes back."

ADVICE TO DORMITORY DWELLERS OF FUTURE YEARS.

Love thy roommate as thyself, but leave her clothes alone.

Bring your own salt shaker.

Get a night-key early, and hang on to it.

Don't adopt a dog, we tried it once.

Don't let your studies interfere with your spreads, there are plenty of the former to be had for the asking.

Don't be ashamed to keep the magazines in your room—no one else wants to read them.

Do your house cleaning Sunday mornings, but bring your own vacuum cleaner. Don't use the back porches for summer gardens.

To music lovers—fight shy of the parlor after dinner.

No loitering is permitted in front of the dorm. Say good-night a block away.

A BASS (BASE) ACT.

(An inharmonious procedure.)

Take *note* of this: A fellow walked up to the bar and ordered a *measure* but to his discomfiture, found that he had not a *note* in his pocket. In a short *space* of *time*, the waiter had a *line* on him, and he had to face the *music*. He tried to explain but they made it clear to him that he wasn't going to get anything then for a *song*. In the scuffle which resulted, several *sharp beats* were administered and he was *clef(t)* over the head with a *staff* which knocked him *flat*. After being *pitched* out, he ran home to his *natural rest*.

Art Pfaff never runs anybody down, no! I should say not. Listen, here he comes now—"Tuts! Tuts! Tuts! Tuts! Tuts!"

Some one said our Music instructor is Ernestinoff, but isn't earnest enough.

Dr. Kiser—What, Dr. Reed taking fencing? Well, if he gets punctured, boys, let me do the vulcanizing."

Heard after a Kommers:

Voice—"Hic-Haec-Hic."

A—"What's the matter with him?"

B—"Nothing. He's declining a Latin adjective. He's educated."

C—"Well, he may be educated, but he don't seem to know that the shortest distance between two points is a straight line."

Her face is her fortune, huh—looks as if she inherited a powder mill.

Professor—"Were you ever vaccinated?"

Giddy Girl—"Why of course."

Professor—"What for?"

Giddy Girl—"Common sense."

Professor—"It didn't take, did it?"

Doc—"Give me the general nature of fatigue."

Student—"Why—oh—general?—or no—relative—oh, yes—"

Doc (throwing up his hands hopelessly) —"That'll do—I'm fatigued already."

Senior—"Well, how about the Junior jokes?"

The Joke Editor—"Oh, think of them as they stand in line."

Mr. Weyant (explaining a point in Physics)—"If you are lost and trying to find out what latitude you are in by measuring the angle between a stick and the earth, which is in line with the North the rest."

that bed comes around, hop in—you need instead of the East—well, the next time Star, and the Sun comes up in the West,

Our new manager of the dorm—Mr. Varrelmann.

A library-date is stolen fruit.

A—"Do you attend a place of worship?"

B—"Yes, on my way to see her now."

WHO KNOWS

Why the milkman is popular?

Who supports the "jit" show?

What the review is?

Why Harriet says "excuse me?"

What the rhythm for breathing movements is? Ask Eichenlaub.

Why Mr. Scherer can't hear noun-endings?

Why is Rossi?

Why Max and Slats moved?

Why Elmer almost dropped the soap?
What happened to the dormitory fern?
Where Bergey gets all her headaches?
Why Ot Harz goes to sleep in the German class?

The conduct-controls a la Bagley?
Why the poles have so many splinters?
Ask Cease.

All the latest dances?

The Anti-Matrimonial Club, Mr. Walter Cox, president; Mr. Edward Hell, secretary.

Mr. Ray (in Psychology)—“We were discussing the case of the Hebrew, were we not?”

Carl Hein—“No, sir, it was a Jew.”

Mr. Rath—“I want the Elementary Class to sit in one seat.”

A vacuum is a large empty space where the Pope lives.

Junior—“Thought you said you took Latin in high school?”

Senior—“Nope, just exposed to it—never did take.”

Mr. McComb (in English)—“We will have Bacon to-morrow.”

What is the Alamo?

Jost—“It must be an animal.”

How do you pronounce the word VASE?
Miss Quinn—“It's Vase if it's \$4.95, but Vase if it's \$5.00.”

Mr. Thierry (in Psychology)—“The world is divided into the ‘you’ and the ‘me.’
“Well, this shows that he is altruistic in his tendencies. Some don't divide the world at all—it is all ‘me.’”

Mr. Rossi—“Do you think you can get a patent on that osmotic-air-pressure pump?” Blooming genius.

Miss Jost (before Hygiene examination, counting on her fingers)—“One, two, three, four—”

Mr. Braun—“Look at me and you'll remember it.”

Miss Jost—“Yes, I was counting up nuts.”

The value of practical jokes in real life. This is an actual reality—our jokesmith can verify it.

----- IN A CLASS MEETING.

President—“The pins are a dollar and a half and a dollar and a quarter.”

Miss Herringer—“Well, what's the difference?”

Mr. Strohmer (in a very informing manner)—“Twenty-five cents.”

Minnie Wassermann, the original Minne-ha-ha.

Rose Quinn (looking over Stecher's book of “Plays and Games”)—“Oh, goodie, we'll learn the ca-row-sal (carousel) to-day.” (?)

----- WOULDN'T YOU BE SURPRISED

If Ed called at the dorm?

If Anna went to the postoffice?

If Cease and Heine didn't scrap?

If you saw Tuts without Art?

If Moore's lectures were true?

If the Deacon smiled?

If Miss Arbuckle came to school on time?

If Lottie didn't chew gum?

If the dormitory rules were kept?

If Cox didn't know what he was talking about?

If Grueb looked blue?

If Ena really ran?

If the rest-room curtains were cleaned?

If Dr. Reed lost his temper?

If they erected another building on the campus?

If the library were used by ladies only?

If Bill didn't do his duty?

This also must have slipped accidentally into the contribution box:

Mary had a little lamb,
She treated him quite lax;
Elmer now has run away,
And Mary's sweet to Max.

Flo—"I can do something you can't do."

Marg.—"What?"

Flo—"Read my own writing."

A—"Why is the crazy-bone at the elbow?"

B—"Because it is the end of the humerus."

You can't always tell a belle by her rings, neither can you tell the Dean by his Foot-steps.

Flunky (after the exam)—"Thanks, old scout, for pulling me through. I am indebted to you for all I know."

Shark—"Huh, don't worry about a trifle like that."

The Inference.

Teacher—"Yes, children, an Indian's wife is called a squaw, now what do they call the little Indian babies?"

Bright Little Boy—"Squawkers."

Seitz (in the locker room)—"Gee, but you fellows all seem to be in a hurry to get dressed."

Ed—"We don't want to miss any of the Dean's lecture."

Seitz—"Well, then, come a little late and you will get one all to yourself."

Dr. Guedel—The Country Club is a good place to spend the afternoon—almost as good as playing checkers.

Hein—"The humerosity of the tuberous, etc."

Harz (in the locker room)—"Oh, Carl, turn on the light, will you?"

Carl—"All right."

Harz—"Thanks, I just wanted to see Eichenlaub's mustache."

Braun, telling Apkins a story, turns out the light so that he can not see him laugh.

Cec. (at dinner, asking Fletcher for a second helping)—"I have a fatal appetite."

Fletcher—"Yas 'am!" (Grin.)

Characteristic of Schuman (an attempt to say something at the dinner table)—"Listen, girls, it was that you know, te, he."

The Dean reminds us of a piano. You ask why?

He is grand, upright and square.

Mildred Jost's sister sends her the finest kind of chicken—now and then. She's a mighty good-hearted person, she is. She raises chickens and says they are most economical—for every grain they give a peck. She'll be rich some day.

Dean—"Where are your thoughts, Mr. Pfaff?"

Seitz—"Over at the dorm."

Dr. Reed in Physiology—"Any questions?" (Pfaff wildly waving his hand.) "Yes, what is it, Pfaff?"

Pfaff—"Reckon that clock's right?"

Mr. Rath—"Well, then, what did you want?"

Max—"I wanted a flank-vault left and some did it left and others right, so I had them do it again and they all did it right."

Mr. Rath—"Oh! I see. Those that did it left did it right and those that did it right did it wrong."

“Who’s Who”



Spring Vacation “Stay at Homes.”

- “Little Women”.....Hilda Schumann and Margery Reynolds.
 “The Talker”Teddy Conger.
 “Sweethearts”Art and Fritzie.
 “Girl at the Gate”Bergey.
 “The Bridal Path”Gert Krug.
 “Mutt and Jeff”Stecher and Strohmer.
 “Tantalizing Tommy”Florence Thomas.
 “A Good Little Devil”Ed Hell.
 “Bright Eyes”Tess Pfeiffer.
 “The Tenderfoot”Charles Apking.
 “Nearly Married”Cease Heilbrunn.
 “Help Wanted”Anna Schmook.
 “Excuse Me”Harriet Schrader.
 “A Fair Co-ed”Lucille Belzer.
 “Romeo and Juliet”Romeo and Juli(et).
 “Love’s Labor Lost”E. Eichenlaub and Mary Alexander.
 “When We Were Sweet Sixteen” .Kate Steichmann and Rose Quinn.
 “The Man Hater”Wilna Hermes.
 “The Girl of My Dreams”Evalyn Talbot.
 “The Boss”The Dean.
 “School for Scandal”Lottie Ross.
 “Road to Happiness”Wuehrmann.
 “Taming of the Shrew”“Paddy” Paddock.
 “Daddy Longlegs”Varrelmann.
 “The Toilers”Ada Crozier and Walt. Cox.
 “Pleasure Seekers”Foertsch, Harz, Hein, Seitz.
 “Little Miss Fix-it”Vi Seitz.
 “Midnight Sons”Thierry and Kramer.
 “Parisian Model”Wickemeyer.
 “Sun Dodgers”Grueb and Stecher.
 “Stubborn Cinderella”Louisa Olcott.
 “The Doll Girl”Helen Devlin.

"The Quaker Maid".....Emma Chandler.
 "The Flirting Princess".....Mildred Jost.
 "The Jester".....Minnie Wassermann.
 "Chantecler".....Charlotte Herringer.
 "Baby Mine".....Evans.
 "Tante".....Frieda Martens.
 "The Power Behind the Throne".Elsa Hein.
 "The Play Boy of the Western
 World".....Linde.
 "Ourselves".....Alfred Diete and Feldman.
 "The Marriage Game".....Schulmeyer.

heIn
 Seitz
 Harz
 rOos
 krUg
 Lindenschmit
 schraDer

 Walter Cox
 crOzier
 fRitson
 foeRtsch
 reYnolds



1912---Calendar---1913

September.

13. Entrance Exams.
16. School begins ????
21. Organization of "Girls' Club." Dance in gym and spread in laboratory.
24. Students' Alliance Dance. Get acquainted with Seniors.

October.

4. Exhibition at State House.
19. Students' Alliance Dance.
23. Moving pictures of Olympian Games.
25. Prof. Haller killed in auto accident.
26. Conference.
31. Halloween. Bertha Ballard Party.

November.

2. Girls' Club Halloween Spread.
16. Farmers' Dance.
18. Musikverein Concert ("Tales of Old Japan.")
23. Conference.
27. Banquet by Board of Trustees.
29. Board of Examiners visit school.

December.

14. Freshmen Christmas Dance.
18. Girls' Spread.
21. Christmas vacation begins.
22. Geo. Lipps gets married.

January, 1913.

8. Back again.
11. Students' Conference.
- 13-31. Examinations.

February.

1. Masquerade—Ohm and Miss Seitz win the honors.
2. Musikverein Concert and Dance.
15. Girls' Club Valentine Party.

March.

8. Conference.
15. Girls' Club; St. Patrick's Celebration.
22. Alliance Dance.
24. Flood.
29. Spring vacation begins.

April.

6. School begins again.
25. Turnverein Exhibition.
29. Phi Epsilon Kappa Dance.

May.

10. Students' Alliance Dance.
17. Miss Seitz dislocated her elbow.
20. Decoration Day. Holiday.

June.

5. "Heine" discovers the aviator muscle.
7. Sigma Phi Theater Party.
10. Last final—no more work.
12. Class Day.
13. Phi Epsilon Kappa Dance at Germania Park.
14. Commencement.
15. Vacation begins.

1913---Calendar---1914

September, 1913.

15. First day at school, "the new dormitory."
20. Sigma Phi Spread to Freshmen.
20. Bob Nohr's Kommers.
27. Students' Alliance Dance.

October.

2. Y. M. C. A. Exhibition.
4. Faculty Banquet.
9. Hiked to Broad Ripple.
10. No English.
13. No anatomy—Everybody happy.
18. Sigma Phi Initiation. Joint Turning at South Side.
25. Phi E. K. Meeting—initiation.
25. Sigma Phi Dinner Dance at Benedict's.
30. Freshmen Halloween Party at Dormitory.

November.

1. Farmers' Dance.
4. Boys went electioneering.
16. Schauturnen at South Side.
21. Seitz got two hair cuts and a shave within an hour.
22. Students' Conference.
26. Thanksgiving Dance.
28. Board of Examiners were here.
28. Dormitory Reception.
29. Sigma Phi. Children's Party.

December.

5. Miss Homan wasn't hungry.
19. Freshman Christmas Dance.
20. D. D. Moves.
20. Christmas Vacation begins.

January, 1914.

4. Erna Fritson missed the train.
- 19-31. Examinations.
24. Sigma Phi party.

February.

2. Cox found in laboratory studying Shakespeare.
7. Students' Alliance Dance. Masquerade.
15. Sleigh ride.
10. Class goes skating at Garfield Park.
11. Off in the morning to go skating.
12. Lincoln's Birthday. Half holiday.
14. Conference—Grueb and Foertsch celebrate their birthdays.
21. A pleasant evening was spent at the "dorm" reading New Ulm News.

March.

6. Fatal accident. Lottie Roos's comb crushed to smithereens under a College Ave. car.
- 6 and 7. Class in an exhibition at Y. M. C. A.
9. Slats demolishes an expensive lecture chair. Slats very much surprised.
11. Proficiency. What happened to the horse? (Ask Cease.)
21. Class went to Cincinnati.
26. Who shoved the clock ahead? (Ask the class leader.)
28. Spring vacation begins.

April.

6. Return from vacation [full of determination (?)].
13. Nothing happened.
14. New Subject—Physical Diagnosis. Learned the difference between "auscultation" and "osculation."
23. "Gymnast" staff decides to get to work.
24. Gymnast goes to print.

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Finis

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We have found out this fact and that is, that minds are like fireflies. They glow while they are on wing but the moment they rest in their flight, they merge into darkness and oblivion. And no poet will carve our epitaphs in everlasting marble, for there are thousands of world-scorned sluggards whose miserable lot it then falls to be the dregs and slaves who must prostrate themselves before superior intellects.

Farewell! The goal is out there in front of us—not under our feet. Farewell!





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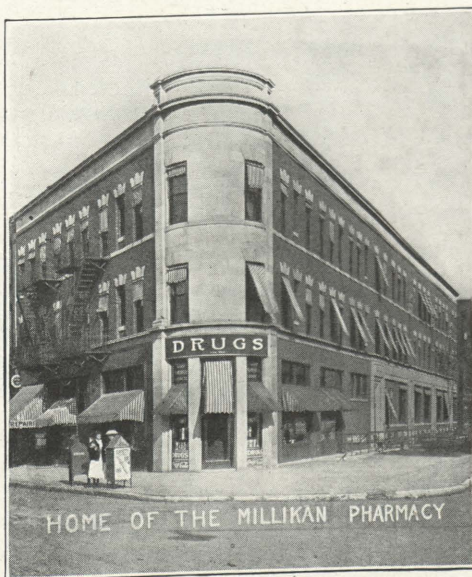
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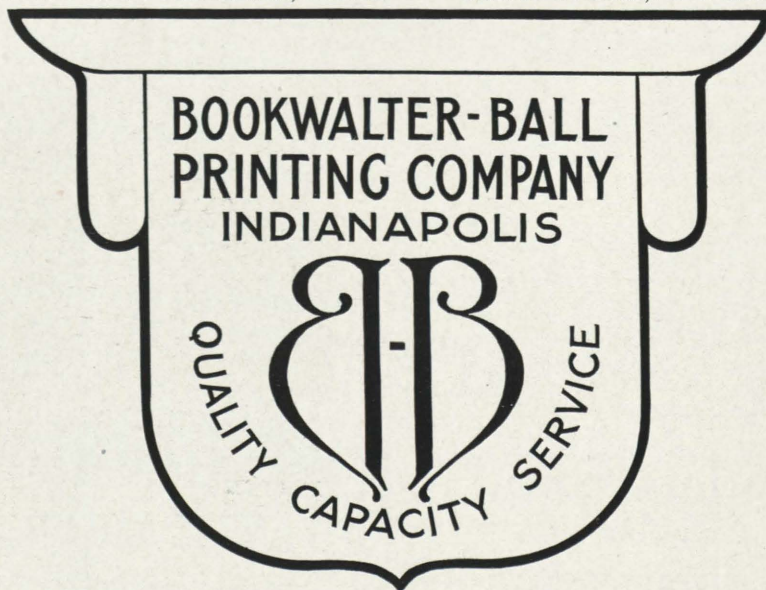
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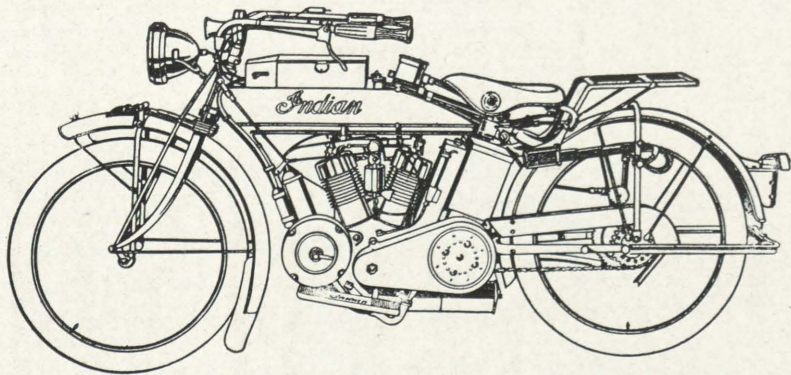


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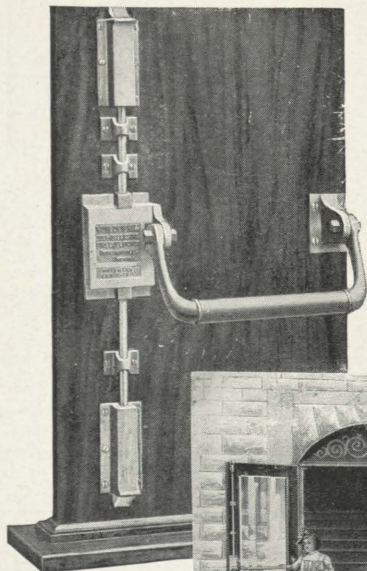
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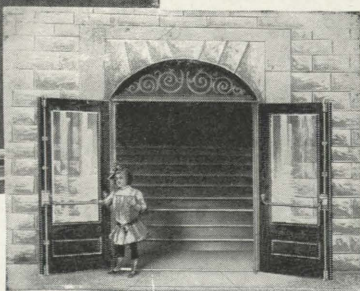
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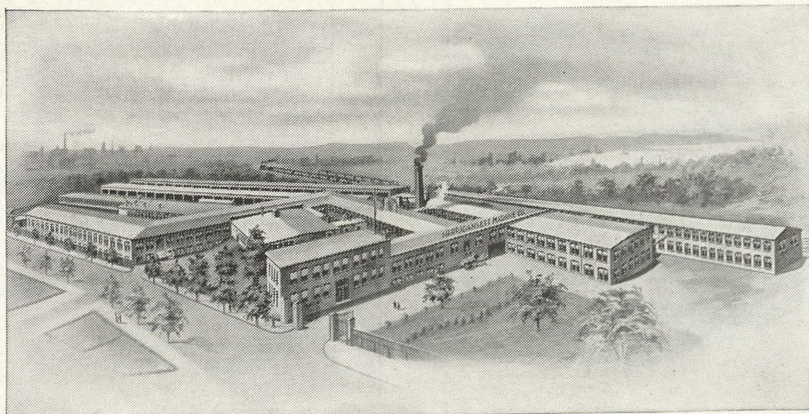
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