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ARCHIVES

PRESIDENT'S OFFICE

# Alumni Bulletin

Vol. XXVI

Indianapolis, Indiana, February, 1943

No. 2

## STUDENTS WANTED

Enrollment at Normal College for the second semester is twenty-five, 17 women and 8 men. Since the beginning of the school-year 1942-43, nine men have left to join the armed forces. Several of the eight freshman men will probably be called for service at the end of the semester.

The situation reminds one of the first world war when only two men attended the College during the year 1918-19. However, at that time a large number of women was enrolled which helped to weather the storm.

There is a greater call for teachers of Physical Education than ever before, partly due to resignations of many who have entered the services, and partly because the physical fitness programs cause a heavier demand. This condition will undoubtedly continue after the war, for the American people are recognizing the necessity of better training of our youth. Many schools have introduced additional courses in Health, Physical Education and Recreation and have to struggle along with insufficiently trained teachers. Thousands of Physical Educators could be placed today throughout the country.

For young men and women interested in teaching these subjects there is no better time to enter College than right now. With the accelerated programs adopted by most colleges and universities, the time for training can be reduced one-third. Students entering the Normal College this year can complete their twelve-semester course in August, 1946, and start teaching in the fall of that year.

The war started unfortunately right after the merger of the Normal College

with Indiana University. Due to the conditions created by the war, enrollment at the College has decreased since then instead of being increased as had been hoped. The University authorities have been more than kind in putting up with this situation, but after all one can not expect the University to bear the burden of the large deficit for long. Unless some improvement is shown soon it may be necessary to transfer the College to Bloomington.

You don't want this to happen to your Alma Mater. You will want the College to continue with the training peculiar to it. We therefore appeal to the Alumni to assist the College in increasing attendance. Talk to your high school pupils who are interested in our profession. Tell them about the splendid opportunities for teachers. Also tell them about scholarships offered to promising students. Send us the names and addresses of pupils who are interested.

## IN MEMORIAM

Hermann Waizenegger died in Milwaukee December 17 at the age of 59 years. Born in Pforzheim, Germany, he came to the United States in 1905 and attended the Normal College 1911-12. He taught in the Milwaukee Turnverein for twelve years but resigned in 1923 because of ill health and from then on lived in the country at Wautoma, Wis.

Just before this issue was put on the press, word was received that Paul Krimmel, past Alumni president and director of Physical Education in Syracuse schools, died of heart attack February 8. He was 52 years old and a graduate of 1917.

## WAR INFORMATION FOR SCHOOLS

Teachers, administrators, and curriculum makers are now planning programs of war information for the schools. These programs represent answers to the question: What general information about the war effort should be the common property of all junior and senior high-school students? State and governmental agencies and educational associations can help the schools locate and make real these generalizations, develop the needed understandings. Furthermore, alert teachers who meet regularly and discuss the relationship of war information to the classroom will find many ways of making these ideas come to life. Here are some suggested generalizations:

1. *This is our war—this is a people's war.*

It is not Congress's war, or "The Government's" or Willkie's or Roosevelt's war. It is *our* war—your war, my war. It is not a war which can be cut into segments. *We* are fighting the Nazis in the Caucasus. *We* suffer when the Russians suffer, and the Russian victory will be *our* victory. When the bombers come over England, they are bombing *us*—*our* side, *our* people.

*We* in this conflict means all the peoples aligned against the Axis powers. *They* means the enemy. The Chinese army is *our* army. The Russian guerillas are *our* guerillas. Canadian and Australian and English blood shed on the field of battle is *our* blood. We must avoid at all costs an attitude of being spectators watching battles from the grandstand.

This is a people's war. By a people's war we mean a war where the common man understands the issues—what he is fighting for, what he is fighting against, and what he needs to do to help win. In a people's war the intelligence of the ordinary man must be respected, nurtured, liberated. In a people's war you don't put anything over on anyone. You don't

set up propaganda bureaus that operate apart from the people. You don't establish information agencies that give out doses of good news to offset bad. In a people's war you have confidence in your leaders and information services.

In the United States today our Office of War Information is headed by Elmer Davis. On July 10, 1942, in stating the purposes of the Office of War Information, he said:

"This is a people's war, and to win it the people should know as much about it as they can. This Office will do its best to tell the truth and nothing but the truth, both at home and abroad.

"Military information that will aid the enemy must be withheld; but within that limitation we shall try to give the people a clear, complete, and accurate picture."

A people's war requires total participation. There is a simple test that each one of us, whether in the school or out of it, can make regarding our own participation in winning the war. Let us select a Japanese or a German who does work comparable to ours. Are we working harder for our victory than he is working for his? Is the Japanese professor at Osaki University working harder for victory than is the professor at The Ohio State University? Is the teacher in the high school in Berlin working harder for victory than is the teacher in the high school in Pittsburgh? Is the mechanic in the Glenn-Martin factory in Baltimore, Maryland, working harder for victory than the mechanic in the airplane factory at Dusseldorf, Germany?

Unless we are working harder than our enemies we shall have to assume that our potential power and resources are so much greater than theirs that we can win with comparatively less effort than theirs. But there is no reason for believing that America working at half or even three-quarters capacity can win over Japan and Germany working at full

capacity plus the additional capacity of their captured nations.

2. *We can lose this war, and many tragic things will happen to us if we do lose it.*

Victory is not predestined. We must remember too that, unlike most recent wars, defeat does not mean merely loss of territory and payment of indemnities. If we lose this war, the following things will happen to us:

- a. We would be compelled to give up our national independence. We would become actual slaves of the Axis.
- b. Fascist ideas and Fascist men would be in control of our entire government. The Pelleys, the Kunzes, and others of this stripe would be in power.
- c. All our great democratic traditions, or expressions of them, would be banned. The Fourth of July would be like any other day. Any celebration of that day would be put down with force. We would not be permitted to sing "The Star Spangled Banner," indeed, any songs which carried the tradition of freedom would be banned. We would have expurgated songbooks.
- d. All religious activities, whether Catholic or Protestant, Jewish or Gentile, would have to be carried on underground. No free religion would be permitted to compete with the Nazi state religion founded on mystical nonsense of blood and soil.
- e. Schools as we have them in America would be a thing of the past. Our great scientists would be imprisoned or put to death. We would have Nazi "science"—a form of modern witchcraft unacceptable to anyone, anywhere, who has distinguished himself in the field of science.
- f. The world would be in the hands of the men who, according to their own official communique, took the following action against the little Czechoslovakian village of Lidice. " . . .

all male adults of the town were shot, while the women were placed in a concentration camp, and children were entrusted to appropriate educational institutions." This is the New Order which would be in control if we lost the war. This is no mere scum on the wave of the Future. This is the backwash of the Past, the Past of the beast and the jungle.

3. *Every citizen must understand the economics of the war.*

War requires men and materials. These men must be trained, fed, and transported to their battle stations. Weapons of war must be produced for them. Workers producing unnecessary civilian goods must either get into the armed forces, or into a war factory. Our industries must employ greatly increased numbers of women, youthful and older workers, Negroes, and handicapped workers. The children of employed mothers must be cared for.

As civilian goods decrease, and as the national income increases, buyers are bidding against each other for the decreased amount of goods. Prices, under these circumstances, would normally go up. A rapidly rising cost of living not only ruins the morale of American citizens, but sets into operation a whole series of economic dislocations—dislocations which will decrease war production. The cost of the last war was increased by thirteen and one-half billion dollars because of inflated prices. Price Administrator Leon Henderson estimated in July 1942, that from August 1935 to May 1942, inflation had added thirty billion dollars to the cost of the war. At the same time, he estimated that price control had saved six billion dollars in the cost of the war.

It is important, therefore, that our students understand the role of taxes as a war instrument, the possibility of compulsory savings, the need for paying up debts, the price control bill and how it

works, the need for equitable sharing through rationing, how to conserve what we have, ways in which salvage can be collected, the necessity for buying war stamps and bonds.

4. *No nation can live in isolation—we must learn the difficult art of living together peaceably.*

Good neighbors mean peace. Bad neighbors mean war. I believe that there is no friendlier large-group organization in the world than the American public schools. They have reached the highest level of equality of any of our institutions. In these schools, the children of all races, of all nationalities, from all levels of income associate freely. Where exceptions to this rule occur, we as a nation are not proud of them.

If such neighborliness can prevail in the school, why can't it prevail outside the school—over all the nation, over all the world? Very wise men have made some brave but not altogether successful efforts at trying to solve this problem. But equality, the spirit of the good neighbor, the spirit of the American public school, is a vital answer to this problem that comes from the common people. This equality, this freedom is worth fighting for. It's worth offering freely to the world as a gift—from one neighbor to the other.

The school needs to point out that prejudice is characteristic of the bad neighbor, that to spread lies or gossip about races, or nationalities, or religions is to help Hitler. Indeed, one of the chief tools of Hitler and his crew is the religious lie, the lie of racial prejudice, the lie which sets neighbor against neighbor.

5. *We can and we must create a better world. We must achieve the Four Freedoms.*

The alternative to fighting for a better world is fighting to maintain the status quo. And the status quo never was and never will be good enough for Americans. We must not for a minute forget that

two ways of life are in conflict today. One way of life—our way—believes in reason, in equality among peoples, in the dignity of all individuals. The way of life against which we are fighting believes in irrationality ("fanatical will power," in Hitler's own phrase), in the Fuehrer principle, in Aryan supremacy, in rule by the Gestapo.

This struggle is not new. It is as old as men. But today the world has grown too small to permit both ways of life to survive. One or the other must fall. It is not enough for us to avenge Pearl Harbor, or the rape of Poland, Norway, Denmark, the Low Countries, France, and the others. This war is not a way of getting even with an enemy. It is a global struggle for the right to determine our own destiny, the right to live decently and happily and intelligently as equals among equals. No victory will be complete unless we win that struggle.—*Edgar Dale*, in News Letter of the Bureau of Educational Research, Ohio State University.

### TREASURER'S REPORT

Alumni Association treasurer Curt Toll usually renders his annual report at the meeting in November, but as no Home-Coming was held he desires to submit it in the Alumni Bulletin.

November 21, 1941, On Hand	\$173.19
Dues collected	227.00
Donation by Franklin Vonnegut	50.00
	<hr/> \$450.19

Three issues of Alumni Bulletin	\$125.00
Postage	68.68
Banquet Expense	2.00
	<hr/> 195.68

December 1, 1942, On Hand	\$254.51
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Lacking physical fitness, all other forms of preparedness avail us nothing.

## PERSONALS

## Appointments

Lillian Seats and Rosemary O'Hara who completed the course at Indiana University, have been appointed to positions in the Indianapolis schools.

Robert Kreutzer is substituting at Lane High School in Chicago.

## Weddings

Mrs. Arthur E. Thomas was Miss Edna Judson before her marriage December 8 at Miami Springs, Fla. Her husband, Lieut. Thomas, is in the Army Air Forces. She has resigned from her position in Broad Ripple high school in Indianapolis.

The marriage of Leonard Pielmeier in Altoona has been reported.

## Births

Twins arrived for Nathan Goldberg and his wife Sarah in Philadelphia November 19; they are called Sybil Freda and Toby Wilma.

Henry Zingg and wife in Madison, Wis., are the proud parents of Tommy, who came in June.

A boy was born December 23 in the George Farkas Indianapolis home; two weeks later George left for Norfolk, Va., where he is a chief specialist in the Navy.

Sally Zimlich has a baby sister who arrived January 19 in Ray and Connie's house in Indianapolis.

A daughter also came to the Sam Reyburn's in St. Louis October 21.

Mrs. Henry W. Engelhardt, Jr. (Teresa Weisheit) in Baltimore presented her husband with Henry William III in December.

The arrival of a daughter is also reported by the Henry Dreyers in Detroit.

Dorothy Rath Applegate has a new son, Dan. She as well as her parents and her brother's family moved from Los Angeles to Elmira, Oregon, recently.

A baby also arrived for Sara Blackwell Chapman in Evansville recently.

Cora Baldauf McDougald became the proud mother of a baby boy recently.

Alumni who met Helen Smith during the seven years that she was stenographer at Normal College, will be interested to know that she has a son born January 20. Her name is Mrs. Clark and she lives in Redwood City, Cal.

\* \* \*

Kathryn Risch has entered the Naval Reserve Mids School at Northampton, Mass.

Mr. and Mrs. Paul Krimmel celebrated their 25th wedding anniversary December 23.

Capt. Dr. Frank Spaeth was a recent visitor in Syracuse before transfer to a new post of duty.

Arthur and Erna (Fritson) Pfaff have heard from the Tokyo Red Cross that their son is a prisoner in Japan.

Norma Flachsland, herself a Waac since October, is now training new recruits at Fort Des Moines, Iowa.

Margaret Wright Albenberg suffered from nervous exhaustion recently and went to Florida for a while to recuperate.

A recent visitor at the College was Elfriede Wandrey on her way to Des Moines, Iowa, where she will join the Waacs.

Physical Education teachers in Syracuse are already working on the program for another spring demonstration of public school children.

Among those reporting additional work hours because of shortage of teachers, are Martha Schneider in Louisville and Emma Sollberger Johnson in Jacksonville, Ill.

Lelia Gunther received her M. A. degree from the University of Colorado last summer. She was initiated into Kappa Delta Pi, honorary educational fraternity.

Physical Fitness was the theme of the New York State War Council meetings, December 17-19, in Syracuse. Paul Krimmel was convention manager and did a fine job as usual.

At the Music Educators National Conference to be held in Cincinnati March



26-29, Clifford Baum and Albert Landwehr will present classes in English and Russian folk dances.

Both sons of Eugene Seitz are in the armed forces. One is at the west coast as instructor in the Air Corps; the other is back in this country after having been stationed in Iceland.

Jewel Gordon Beyer is president of the Northwestern University Settlement Board in Lake Bluff. Her oldest son is in the Army Reserve and will graduate from Harvard in June.

What will Larry Handschu do with the 100-acre farm he acquired near Burlington, Wis.? He is teaching civilian defense, first aid, etc., in Chicago besides his regular work in high school.

The Syracuse Alumni of Phi Epsilon Kappa now has Clifford Sollinger as president, John Zabadal as vice-president, Wm. Pump as secretary-treasurer, and Francis Mulholland as sergeant-at-arms.

The fame of Dr. Sputh's nose drops for sinus trouble has spread to far-off Alaska. Warren Steele, who is Chief Specialist in the Naval Air Station at Sitka, wrote to the doctor for his prescription.

Because so many teachers have entered service, Cincinnati schools had to call on former Physical Education teachers to help out. Among those employed as substitutes are Mildred Jost McCartney, Helen Walker Vornheder and Hilda Deibig Sharrock.

The Pennsylvania Health, Physical Education and Recreation Association of which Grover Mueller is president, held a meeting at the University of Pennsylvania December 11-12. Among the demonstrations given by public school pupils was one in charge of Fred Foertsch.

From the camp where he is training, Robert Ploetz wrote: I have had several boxing matches and won all of them. Besides I was fortunate enough to set another record here. About a week ago we were timed going over an obstacle

course and yours truly set a new record for that. The course consists of going over walls, ditches, through tunnels, over ladders and a few other things. It is about a quarter mile long and plenty tough. It seems that the training I have had is the cause of the achievement.

A new gymnasium at the Naval Training Station in San Diego has been put in charge of Walter Silberhorn. He has longer hours now than when he trained recruits but he likes the new job better. The equipment consists of parallel and horizontal bars and horses. Victor Mikity often drops in for a work-out.

One of the casualties of the November election was Alumnus Bill Jacobsen of Clinton, Iowa. His defeat after three terms as one of the liberal Democrats in the House of Representatives was the result of gerrymandering by the Republican state legislature rather than reversal of votes. We hope that Bill will go back to Congress in 1944.

The first all-day meeting of the Missouri Association for Health, Physical Education and Recreation was held December 4 in Kansas City in connection with the State Teachers Convention. August Pritzlaff was the chief speaker, and Ruth Ann Frasier was chairman of the committee. She was elected secretary-treasurer of the association.

August Pritzlaff is kept busy traveling in the physical fitness program. He had to go to Washington again recently, also to St. Louis and Kansas City. Last summer he wrote part of the manual called Physical Fitness through Physical Education compiled by Army and Navy and published by the U. S. Bureau of Education. It is to be used throughout the country.

"Senky" Senkewitz, who is stationed at Scott Field, writes: "The Air Corps is placing increasing emphasis on physical conditioning. We now have a full hour of compulsory physical education a day along with another hour of recrea-

tional physical activities. It is surprising how the boys go for calisthenics. One boy told me he did not know how swell he could feel after getting enough exercise, food and sleep. After the boys come home the Turners should make capital of the Army's results."

Beginning this semester, all high school pupils in Philadelphia will have five periods of Physical and Health Education per week. Superintendent Stoddard is convinced that the time has come to have real Physical Education plus competitive sports for all boys and girls. Grover Mueller and his staff are hard at work to arrange the enlarged program which calls for additional teachers, coaches, gymnasiums, playfields, etc.

The St. Louis Globe-Democrat gave Walter Eberhardt a big write-up with a large picture of his women's class at St. Louis University. In 1931 when he started these classes, he enrolled 60 women; now he has 686 in six classes. They get one hour of physical training and then one hour of swimming. Louis Kittlaus assists Eberhardt. The latter, incidentally, thought he was going into second childhood when he came down with a case of chicken pox lately.

Cincinnati high schools are conducting an extensive physical examination program. Teams of physicians, nurses and dentists are visiting the eight buildings on definite schedules and are giving an intensive check-up to senior boys and girls. The examinations are being given in the gymnasiums and Physical Education teachers are assisting in a variety of ways. Parents are urged to make every effort to have their children's impairments corrected. The follow-up will be handled by nurses and Physical Education teachers.

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It is important to secure the early correction of every remediable defect of school children.

### ALUMNI IN SERVICE

Since reporting on Alumni in the various services in the November Alumni Bulletin, information about the following has reached us:

Daniel B. Gregg, U. S. N. R., Adv. Aviation School, Chicago, Ill.

Lieut. Kenneth Walker, Navy.

George Farkas, Physical Instructors School, Squad 2, N. T. S., Norfolk, Va.

Louis Goldstein, same, but Squad 3.

Ernest Senkewitz completed examinations for officer training at Scott Field, Ill.

Frank Bosse is in the Vol. Officers Corps at Fort Thomas, Ky.

Robert Wendeln, C. P. O. Mess, N. T. S., San Diego, Cal.

Randolph Mineo has gone into service but we don't know which branch.

Rudolph Jahn is C. Sp. in the N. T. S. at Newport, R. I.

Robert Ploetz is at Camp Grant, Ill.

Four students have left the College since the previous report to go into service: Sophomores Joseph Levin and Karl H. Schmidt, and Freshmen Everett Gilbert and Sebastian Bono.

The following transfers have been reported:

Lieut. Rudolph Schreiber, now in Ottumwa, Iowa.

James Regenfuss, transferred from San Diego to somewhere in Idaho.

Thomas Marshall has left from San Francisco for some place in the Pacific.

Walter Mikolajek has been commissioned as lieutenant and is now at the air base at Roswell, New Mexico. His physical instructor is Lieut. Joe Goldenberg.

Pete John was transferred from Louisville to Gulfport Field, Miss.

Francis Prendergast now is a lieutenant stationed at Kessler Field, Miss.

Barret Diehl also was commissioned as lieutenant.

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As folks grow older, they should not forget to play.

# ALUMNI BULLETIN

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## PHYSICAL FITNESS FOR ARMED FORCES

"I wonder how many of our soldiers and sailors have already lost their lives, not because of enemy's bullets, but because of their own lack of physical fitness," said Commander Gene Tunney on the December 8 High School Victory Corps broadcast.

Outlining Physical Fitness requirements for active service with the armed forces, Commander Tunney pointed out that, first of all, when men report for military and naval service, they ought to be free from disease—and have enough strength to do the heaviest tasks that may be encountered in the line of duty; they must have the endurance to keep going without undue fatigue, he said.

Additional requirements to which he referred are cardio-respiratory endurance or wind, and speed, agility, and flexibility.

Colonel Theodore Banks, Chief of the Athletic and Recreation Branch, Special Service Division, U. S. Army, states, "Many of the suggested exercises are being used by our men in the service—everything from tough pull-up and push-up exercises—to rope climbing, tumbling and aquatic sports."

"Participate in your school physical fitness program with the equipment you've got and can improvise. But get into training—get yourself into first-class physical condition, get tough and hard, make yourself strong. Remember, we are fighting a war of the survival of the fittest, and nothing but clean-cut knock-out of our enemies is going to bring us the victory we want," Colonel Banks added.

Copies of the new manual, Physical Fitness Through Physical Education for the Victory Corps, may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 25 cents.

For war or peace, we are given bodies at birth which we must live with for the rest of our lives. Aside from some hereditary factors, the kinds of bodies we have for 75% of our span of years depend upon childhood training. The most important years for the development of organic power are from 8 to 18. In order that all may have an equal opportunity to develop strong bodies, there must be a daily program in school under competent leadership augmented by out-of-school participation. Give us a daily program and we'll give you robust Americans.

W. K. Streit.



## STUDENT ACTIVITIES

## Delta Psi Kappa

This year the sorority decided to select as one of their projects the redecorating of the girls' lounge. While in the process of redecorating, it was hard to discern whether the girls or the lounge were being redecorated. Paint was spattered on the furniture but mostly on the girls' faces. However, the results were admired by the faculty and appreciated by the student body, so it was fun—not work.

On December 13, 1942, Juanita Davis was initiated into our chapter. After the ceremony, dinner was enjoyed at the Hawthorne Room.

For the last few years it has become a tradition for the sorority to sell Christmas cards. This year we repeated the custom and it proved as successful as in other years.—June Bosworth.

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## Sophomores

The Sophomore class welcomed the Freshmen with the traditional Freshman dance at the Athenaeum in October. The room was decorated with corn stalks and Halloween lanterns.

Because of the war, the Sophomore class now consists of Girls Only. Although the situation seems strange, the girls are having a lot of fun and are basing their social events at the College on swimming parties, bowling parties, etc.—Marjorie Hogle.

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## Freshmen

The “manpower” of the freshmen class is slowly but surely decreasing. At the beginning of the first semester we had twelve men; at present there are seven. Five of them are in the Marine Reserve Corps and one in the Naval Reserves. Leon Schmidt, our former president, left for the service; so another election was in order. Joe Hoog was elected and is proving to be a very capable president.

The sophomore class honored us with

a very entertaining dance. Our reciprocation was a “Hard Times Party” held in the small gymnasium. Marge Hogle and Clem Grabner were chosen by the judges as queen and king for best characterizing poverty-stricken people. In keeping with the motif of the party, delicious sandwiches and cokes were served upon presentation of ration cards. These cards were earned by each individual for pantomiming a requested activity. A well-planned program of dancing, mixers, and games provided entertainment for the evening.—Pearl Argeson.

## DR. HOFMEISTER HONORED

At the beginning of his term as president of the St. Louis Board of Education Dr. Rudolph Hofmeister was honored by a testimonial dinner December 5, sponsored by Phi Epsilon Kappa. The various speakers brought forth his many accomplishments. Walter Eberhardt made the opening remarks and introduced the master of ceremonies, Dr. Julius Bischof. Louis Kittlaus, Sr., spoke of Hofmeister as a boy at Concordia Turnverein and in Central High School; Emil Rath of the time he attended Normal College; Dr. Albert Plag of Hofmeister as a classmate and physician; Mark D. Eagleton (former board president) of his work as a board member; School Superintendent Phillip J. Hickey of the help received from him, and Miss Alice Schriber, Director of Physical Education at Washington University, gave “A Woman’s Impression” of the guest of honor. Louis Kittlaus, Jr., then presented him with a memento. A large group attended, showing the appreciation of the St. Louis Physical Educators of Dr. Hofmeister’s fine work.

There should be emphasis on rest and sleep, nutrition, recreation, exercise, mental and social hygiene, medical and dental care, in order to develop desirable patterns of living.

## BOOK REVIEWS

## Clair Bee's Basketball Library

Book I—The Science of Coaching—101 pages.

Book II—Drills and Fundamentals—111 pages.

Book III—Man-to-Man Defense and Attack—118 pages.

Book IV—Zone Defense and Attack—117 pages.

A. S. Barnes and Company. Each book \$1.00.

Clair Bee, an outstanding coach of basketball, has written four valuable books on this sport. It is one of the most detailed series published. Each book is amply illustrated with excellent diagrams. These books will be welcomed by coaches of basketball and particularly by teachers who are required to coach basketball in addition to their regular academic subjects.

Book I contains some very valuable information for those interested in the coaching of basketball. The author presents methods of teaching, comparison of defensive and offensive styles of play, selecting players for the proper positions, the conditioning and training of the squad, how to arouse and maintain spectator interest, game strategy and tactics, and teaching principles.

Book II is profusely illustrated with diagrams of many drills concentrating on the fundamentals of the game. These drills are excellent in maintaining interest in the teaching of the fundamentals which, as a rule, prove to be a rather difficult problem for most coaches.

Book III deals with the more highly developed points of the game, emphasizing the various defenses and attacks. The book covers development of the man-to-man defense and attack, principles of the man-to-man and variation defenses, attacking the man-to-man defense and variations, offensive formations and plays.

Book IV stresses the zone defense and

attack and presents special formations and combinations for various situations. This book includes the history and development of zone defense, principles and fundamentals, the basic zones and methods of attack, and the variations and their attack.—F. M.

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100 Puzzles; How to Make and Solve Them, by Anthony S. Filipiak. A. S. Barnes & Co., New York. \$1.00.

Magic, by Barrows Mussey. A. S. Barnes & Co., New York. \$1.00.

These are two new titles in the Barnes Idle Hour Library. Mr. Filipiak has assembled 100 interesting puzzles which with aid of good descriptions and illustrations can be made by anybody with a little skill. Mr. Mussey presents a large number of tricks and also gives good descriptions and illustrations so that they may be mastered with some practice. Both books will be a help to keep groups interested when other activities cease.

## CONVENTIONS

Convention manager Wm. K. Streit announces that "because of the extreme importance of the meeting and its contribution to the war effort, the national convention of the American Association for Health, Physical Education and Recreation will be held in Cincinnati, April 13-16."

"Victory Through Fitness" is to be the theme. While physical fitness is to be stressed, the social or emotional phases of fitness will not be overlooked. The program will bring nationally known speakers from the United States Office of Education including Commissioner Studebaker, members of the War Manpower Commission and officers of the armed forces.

The Eastern District has decided to hold a short convention April 8-10 in New Haven.

Central District will arrange a conference instead of a convention April 2-3 in Kansas City.

## INDIANA'S PHYSICAL FITNESS SCHOOL PROGRAM

Recently published physical fitness manuals for high school boys and girls in the State of Indiana, set forth the following:

### *Physical Fitness Director*

The administration of every school shall appoint a physical fitness committee and a chairman. Said chairman is to be held responsible for the keeping of each pupil's cumulative health record and said chairman shall direct the entire school physical fitness program.

### *Examinations*

Every Indiana high school boy and girl of the 11th and 12th grades and every other pupil in the high school who has reached the age of sixteen years shall be given a physical, medical, and dental examination by December 1, 1942. Hereafter, this examination shall be required only for beginning 11th grade pupils and all other pupils as they reach the age of 16 years. It is recommended that a complete physical, medical, and dental examination be given each pupil in grades 1-10 inclusive, preferably every year or at least when entering Kindergarten, fourth grade, seventh grade, and tenth grade.

### *Health and First Aid*

A minimum of thirty hours shall be devoted to health and first aid instruction. This is to be in addition to the regular health and safety course.

### *Physical Education*

Every pupil in grades 11 and 12 shall be required to take instruction in physical education at least one 50-minute period per day, four days per week. (The fifth day of each week shall be devoted to health and first aid instruction as outlined above.)

Every school shall require that every child in grades 1-10 shall participate daily in the program of physical education.

### *Sports Activities*

The usual interscholastic activities should be continued by every school as long as coaching personnel and inter-school transportation can be provided. A minimum intramural sports program is outlined.

### *Credit*

It is recommended that pupils be given credit for this physical fitness program on the same basis as is granted in other subjects. Health, first aid, and physical education shall be required.

### *In-Service Training*

It is recommended that regular in-service training in health, physical education, and recreation be initiated immediately in each school for other faculty members in order that they may be trained to share in the additional load and to provide replacements when sufficient teachers are not available.

## NEED FOR BETTER TRAINING

A recent survey made by the United States Office of Education disclosed that only 10 per cent of college students had ever had a course in hygiene in either secondary school or college. Few secondary schools give routine physical examinations, and it is probable that not over 6 per cent of American youth have such examinations yearly.

The National Health Survey showed that of the youth who were disabled for a week or more during 1936 by tuberculosis, pneumonia, appendicitis, or childbirth, 30 per cent received no hospital treatment. Undoubtedly a vast number of minor illnesses go without medical attention and thus create a danger of more serious illness. At the same time an opportunity for health education is lost.

Physical recreation is universally recognized as a vitally important means of promoting good health. Healthful recreation, both physical and non-physical, is essential to assure sound men-

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tal adjustment to life, especially in the difficult period of adolescence and early adulthood. But school athletic programs are still largely devoted to the intensive training of the few who are least in need of physical improvement. Camping tends to be restricted to youth in superior economic circumstances. There is a general lack of facilities for building and preserving a normal healthy physique, and the facilities that do exist are least available to the youth who are most in need of them.

These conditions place serious handicaps upon several million young Americans in their personal lives. The same handicaps rest upon the nation, which must depend on its coming generations for the success of its institutions and the security of its existence.—American Council on Education.

### HEALTH EDUCATION IN SCHOOLS

The greatest need in any public school, college, or university educational program today is for more and better teaching of Health. This is a fact that is being increasingly recognized by administrators and executives generally, and results in much discussion as to who shall do this teaching and what shall be taught.

Slowly and surely there is developing an appreciation of the fact that the teachers of physical education can most logically be expected to present generally the solution of the problem of who should teach Health.

There are a number of reasons why this is so, and why it should be so:

First—The Physical Education teacher, by reason of the very nature of the activities he or she is teaching and conducting, comes into much more intimate contact with the pupil and is in a position to much more actively stimulate interest in the problems of health.

Second—Only in the teacher training courses in Physical Education is there presented in anything like an adequate amount, character, and grouping, the basic subject materials, that constitute a foundation for successful teaching in this field.

Under these circumstances, the need for serious effort on the part of every teacher of Physical Education to increase his knowledge of materials and methods, as well as of objectives in the field of Health Education, is an obvious one.

Every teacher of Physical Education should concern himself or herself, as an individual and in groups, with the need for collecting, exploring, evaluating, and organizing every available piece of material suitable for sound health instruction. Only when the Physical Education teacher thus takes his proper place in the program of school health education can the objective of Physical Education, "To protect and improve health," be completely attained and the full dignity of, appreciation, and respect for Physical Education as a way of teaching be realized.—Dr. Harry Burns, Director of Hygiene, Pittsburgh Schools.