

Alumni Bulletin

Vol. VII.

Indianapolis, Indiana, November, 1923.

No. 1

HOME-COMING PROGRAM.

November 29th to December 1st.

Everybody out for the Home-Coming! There is much to do and much to see this time.

The young women will be interested in our new dormitory which will have open house on Thanksgiving day, and the men will be interested in the new fraternity house, which will have open house Thursday to Saturday.

There will again be games between the alumni and the student body in the college gymnasium. The arrangement of the basketball game for the men will be in charge of Mr. Alvin Romeiser. Those alumni interested will be so good as to get in touch with him. The women's games will be in charge of Miss Ada Crozier. Graduates interested and desirous of playing should notify her. Both may be reached at the Normal College. Say what games you prefer to play.

The graduates are invited to observe the regular school program which will continue partly as scheduled. There will be, however, special demonstrations by both classes, one of which will consist of Primitive Gymnastics by the Seniors which Dean Rath had an opportunity to study while spending a week at Mr. Niels Bukh's school in Ollerup, Denmark, last summer.

The Alumni Luncheon will take place Saturday noon at the Athenaeum. All those who wish to take part must notify Mr. H. Steichmann not later than Wednesday, November 28th, using the enclosed card. The price will be \$1.00.

There will also be an Alumni Meeting which will take place on Saturday, December 1st, at 11 A. M., in one of the lecture rooms of the Normal College or in the small auditorium.

The Home-Coming week will be concluded with an evening's entertainment followed by dancing arranged by the Student Alliance.

DORMITORY IN SHAPE FOR HOME-COMING.

Everyone was anxious to return to school this fall, especially those who were going to live at the new dormitory. It proved to be even nicer than we had anticipated.

Each girl is looking forward to "Home-Coming" week, because it is then that a large number of the alumni are coming back to talk over the good times spent at A. G. U. Quite a few alumni were back last year and we hope that even more will come this year.

The girls are doing their share of the work in order that the rooms will be attractive and they will be proud to show the guests over the new dormitory.

It will be a time of rejoicing for all and the Seniors will be kept busy introducing all the new freshmen.

M. C.

The state of Yucatan has set aside public property for baseball diamonds, purchased \$18,000 worth of baseball equipment, printed and distributed rule books for free use of the youth of the land.

SUGGESTIONS FOR IMPROVEMENT IN THE COLLEGE.

The Board of Trustees of the Normal College will, as usual, meet for two days during Thanksgiving week. The non-resident members, Mr. Henry Suder of Chicago, Mr. W. A. Stecher of Philadelphia, Mr. A. E. Kindervater of St. Louis, and Dr. Carl Ziegler of Cincinnati, will spend Friday and Saturday in conferences with the three deans, Mr. Rath, Dr. Pantzer and Mr. Richardson, to consider many suggestions for important changes for the betterment of the Normal College.

The program as planned by Mr. Rath, includes the following conferences:

Friday, 9:00-10:30—Discussion of the new curriculum for the four-year course; advisability of introducing it this year; the awarding of diplomas for a three-year course; increase of tuition fees. The question of changing the name of the College may also be considered for two reasons: 1. The word Teachers College instead of Normal School or Normal College, is being used more and more by training schools. 2. The supporting organization, American Gymnastic Union, at the recent convention in St. Louis changed its name to American Turnerbund.

Friday, 10:30-12:00—Organization and management of the summer sessions; program; advisability of granting summer session diplomas.

Friday, 1:30-3:30—Observation of the classes.

Friday, 3:30-5:30—Matters pertaining to the organization and administration of the Normal College; Finances.

Friday, 8:30-9:30—Discussion of Mr. Stecher's report on the last summer session. Meeting of all members of the Board of Trustees.

Saturday, 9:00-10:30—Matters pertaining to the dormitory and Camp Brosius.

Saturday, 2:30-4:30—Unfinished business; adoption of reports on the previous conferences. Meeting of the entire Board of Trustees.

This looks like a pretty full program for the non-resident members and the deans. It is the first time for ten years or more than such conferences are possible, because in former years the meetings of the A. G. U. committee on physical training always coincided with the meetings of the Board of Trustees making it impossible for Mr. Stecher who is also secretary of that committee, to be present at conferences.

Mr. George Seibel of Pittsburgh, the new president of the Turnerbund, will also be in Indianapolis during these two days and will probably attend most of the conferences so as to become better acquainted with the work of the Normal College.

PHI EPSILON KAPPA OPEN HOUSE.

This is of importance to our Alumni who expect to attend Homecoming at Thanksgiving. We have a nice new home at 1903 North New Jersey Street, and, needless to say, we are very proud of it. We will have Open House for the Alumni of the school on Thanksgiving Day, Friday, Saturday and Sunday. Sunday will be a special Open House for the girls of the College. We want you all to come and visit us in our new home.

ENTERTAINMENT COMMITTEE,
Phi Epsilon Kappa.

"If the education of 25,000,000 boys and girls is not big enough to have a department all its own, then nothing is big enough."—A. E. Winship, Journal of Education.

THE NEW CURRICULUM.

After two years of experimenting with various subjects so as to conform to modern trends in physical education and also to rearrange the course as necessitated by spending four weeks of the school year in camp, Mr. Rath will submit to the Board of Trustees at the Thanksgiving week meeting for approval, the new curriculum used in the Normal College this year. It is undoubtedly of sufficient interest to the graduates to warrant its re-printing in the Bulletin.

In the following list, the number of semester hours devoted to each subject is given; subjects marked A are given each year, first-year subjects to the Freshmen and second-year subjects to the Sophomores; subjects marked B and C are given every other year to both classes, B subjects every odd year and C subjects every even year.

FIRST YEAR

Department of Theory and Practice of Physical Education

1. Physical Education Activities—20 semester hours.
 - (a) Tactics and Free Exercises, A-3.
 - (b) Dancing, A-4.
 - Gymnastic Dancing, 1½.
 - Folk Dancing, ½.
 - Aesthetic, Interpret., 2.
 - (c) Apparatus Work, A-3.
 - Graded, 1.
 - Advanced, 2.
 - (d) Tumbling and Pyramids, B-1.
 - (e) Games, 5.
 - Primary and Graded, A-1.
 - Rugby (Men).
 - Hockey (Women), B-3.
 - Speedball, B-1.
 - (f) Fencing, A-2.
 - (g) Wrestling and Boxing, A-1.
 - (Women, Apparatus Work).
 - (h) Exhibition Work, A-1.
2. Play and Recreation, A-1.

3. Study of Systems, B-1.
4. Methods and Management, A-3.
5. Theory of Music, A-1.
6. Scoutcraft, A-1.
- Total—27.

Department of Anatomy, Physiology, and Hygiene.

7. Descriptive Anatomy, A-4.
8. Applied Anatomy (Kinesiology), A-2.
9. Physiology, A-4.
10. Hygiene (Personal, Sex, Civic), A-3.
11. Emergencies (First Aid), A-1.
- Total—14.

Department of Letters and General Science.

12. History of Physical Education, A-2.
13. History and Administration of American Gymnastic Union, A-1.
14. English Language and Literature, A-5.
15. German Language and Literature, A-5.
- Total—13.

In Camp.

16. Campcraft, B-1.
17. Construction and Equipment, B-1.
18. Athletics (Practice and Contests), B-2.
19. Swimming and Diving, A-2.
- Total—6.

Total for the year, 60 semester hours.

SECOND YEAR

Department of Theory and Practice of Physical Education.

21. Physical Education Activities—17 semester hours.
 - (a) Tactics and Free Exercises, A-3.
 - (b) Dancing, A-4.
 - Gymnastic Dancing, 1½.
 - Folk Dancing, ½.
 - Aesthetic, Interpret., 2.
 - (c) Apparatus Work, A-3.
 - Graded, 1.
 - Advanced, 2.
 - (d) Games, 6.
 - Graded, A-1.

Basketball, C-2.

Baseball (Women, Indoor), C-2.

Soccer, C-1.

(e) Exhibition Work, A-1.

22. Pageants and Festivals, C-1.

23. Principals and Organization of Physical Education, A-3.

24. Supervised Teaching in schools and associations, A-6.

Total—27.

Department of Anatomy, Physiology and Hygiene.

25. Applied Physiology, A-2.

26. School Hygiene, A-2.

27. Physical Examinations and Corrective Work, A-3.

Total—7.

Department of Letters and General Science.

28. Psychology, A-5.

Child Psychology, 2.

Educational Psychology, A-3.

29. Principles of Education, A-3.

30. Sociology, A-2.

31. English Language and Literature, A-5.

32. German Language and Literature, A-5.

Total—20.

In Camp.

33. Canoeing and Rowing, A-1.

34. Handcraft and Nature Study, C-1.

35. Athletics (Technique and Practice), C-2.

36. Swimming and Diving, A-2.

Total—6.

Total for the year, 60 semester hours.

For the third and fourth years the following curriculum is suggested:

THIRD YEAR.

Department of Theory and Practice of Physical Education.

Supervision and Administration, 2.

Practical Work and Practice Teaching,

8. Total—10 semester hours.

Department of Anatomy, Physiology and Hygiene.

Dissections, 4.

The Teaching of Physiology and Hygiene, 2.

Nutrition, 2.

Physiology (Experimental, Laboratory),

4. Histology, 2. Total—14 semester hours.

Department of Letters and General Science.

Introduction to Education, 3.

Psychology (Adolescent, General), 3.

Anthropology, 2.

Economics, 2.

English (Public Speaking), 3.

German, 3. Total—16 semester hours.

Total for third year, 40 semester hours.

FOURTH YEAR.

Department of Theory and Practice of Physical Education.

Philosophy of Physical Education, 2.

Practical Work and Practice Teaching. Total—10 semester hours.

Department of Anatomy, Physiology, and Hygiene.

Dissections, 4.

Physiological Chemistry, 4.

Bacteriology, 2.

Physical Diagnosis (Clinical), 2.

Medical Gymnastics (Clinical), 2.

Total—14 semester hours.

Department of Letters and General Science.

History of Education, 3.

Social Psychology, 3.

Applied Sociology, 2.

Political Science, 2.

English, 3.

German, 3. Total—16 semester hours.

Total, fourth year, 40 semester hours.

Most of the subjects of the curriculum, with few exceptions, are known to our graduates and will need no description. The exceptions are: Exhibition Work,

Study of Systems, and Physical Examinations and Corrective Work.

The Exhibition Work consists of physical education activities organized in such a way that they will serve the purpose of demonstrations and exhibitions. Certain principles underly the arrangement of the material. Tactics, apparatus work, dancing, free exercises, wand exercises, and club swinging are arranged for this purpose. For the last three named activities, only certain movements and positions having artistic merit are selected; while throughout all of the other material only such exercises will be selected as show result of the training in that particular branch of physical education. In other words, Exhibition Work shows the result of physical education work as manifested in the consummate skill and control developed by the pupils.

Study of Systems. This consists of an elaboration of the work previously combined with the methods course. It begins with a comparison of the physical education systems of the ancient people and then studies the development of the various branches of physical education culminating in the present systems. It is intended to give the student a thorough grounding in what has been done in the past so as to prevent him from traversing ground covered many years ago. Ignorance of what has been done in the past prevents pupils from distinguishing the new from the old and obsolete. It is intended to aid graduates in building up on the present.

Physical Examination and Corrective Work. This consists of a combination of physical diagnosis and corrective work, with the greater part of the time devoted to the latter subject. It is, therefore, not new. The object of combining them into one course was to eliminate the over-lapping of the physical examinations with the work intended to eliminate the

defects discovered in the examinations.

Methods and Management course is intended to cover, in addition to the Methods, the management of classes in all the different branches of physical education; that is, in the gymnasium, on the playground, athletics, swimming, etc.

There are also some changes in the course on Organization and Principles of Physical Education referring to the first part of the course; that is, organization. This course was formerly given under the name of Teaching and Values of Physical Education.

We have also re-introduced Music. It is taught in a different manner than heretofore. Mr. Modest Altschuler, who has charge of it, has been more successful than any of the past teachers.

DELTA PSI KAPPA.

All Psi Kaps returned to Normal ready for the greatest of all school years. Our first meeting was in the form of a reunion and oh, what fun we had all talking at once, telling of the many happenings that had taken place since our last meeting. Our biggest surprise was the announcement of the engagement of Claire E. Daus to Arthur Reisner. Then, too, our thoughts went back to our last year's Seniors and many pleasant incidents were brought to mind as we recalled those wonderful days.

The first thing we had in mind was new members and we began observing and criticising the freshmen. October 7th was the beginning of "rush" and Psi Kap was very fortunate in rushing the following sixteen girls: Katherine Zimmerman, Catherine Graham, Lois Sharpe, Elizabeth Lemmon, Florence Thorelius, Dorothy Padden, Anna Wymond, Sarah Whittemore, Ruth Ware, Louise Schoepfel, Irene Young, Dulce Weber, Agnes Search, Thelma Burnett, Erma Ewert, and Elizabeth Underwood.

Saturday, November 10th, was Psi Kap day and we began our festivities by giving a tea at the home of "Vi" Winterhoff. Next came a banquet at the Lincoln Hotel, followed by a dance.

November 17th is the day set for formal pledging and Psi Kap hopes to have sixteen new wiggly and squirming worms.

M. A. S., '24.

CLASS OF 1923-24.

The biggest class the Normal College ever had—140 students on the floor! Can you of the earlier years picture to yourself the mob surging through the rooms of the Athenaeum? It was no easy task for Mr. Rath, considering the lack of space, to arrange the program in such manner that classes can be kept occupied. They are hard at work, however, most of the time. To accommodate the large number of women, the ladies' parlors in the west end of the building are used as a rest room while the men have to get along as best as possible in the library on the first floor (formerly the physiological laboratory).

Ninety-seven of the students this year are women and 43 are men. Sixty students returned for the second year's work while 80 entered this fall. While the number of Turnverein pupils is larger than in former years, the percentage of these is, naturally, smaller than heretofore. Only 19 of the 97 women and 27 of the 43 men attended Turnverein classes. As in former years, practically all of the students were recommended by graduates. The following are the names of the 1923-24 students:

Seniors

Anderson, Mary; Indianapolis, Ind.
Auernheimer, August; Seattle, Wash.
Baldauf, Cora; Indianapolis, Ind.
Bauer, Elizabeth; Cincinnati, Ohio.
Becker, Nellie; Jerseyville, Ill.
Behan, Frances; Bradford, Pa.
Berg, Bernhard; Davenport, Iowa.

Braden, Louise; Greensburg, Ind.
Calkins, Mary; Liberty, Ind.
Carr, Vera; Chicago, Ill.
Chiles, Josephine; Alton, Ill.
Clark, Frances; Brockport, N. Y.
Colwell, Robert; Cincinnati, Ohio.
Cox, Mildred; Darlington, Ind.
Cray, Ruth; Monticello, Ind.
Dinehart, Mera; Elkhart, Ind.
Doering, Leo; Rock Island, Ill.
Eck, Dorothy; Miamisburg, Ohio.
French, Laura; LaPlata, Md.
Fridy, Bernadine; Evansville, Ind.
Gebhardt, Harold; Manchester, N. H.
Gerber, William; St. Paul, Minn.
Griffin, Evelyn; Crawfordsville, Ind.
Goudie, Elizabeth; Alton, Ill.
Hamblen, Edith; Franklin, Ind.
Hanss, Marie; St. Louis, Mo.
Hartman, Irma; Davenport, Iowa.
Heiland, William; Chicago, Ill.
Helms, Albert; Denver, Colo.
Henaman, Mary; Centerville, Iowa.
Hettich, Hattie; Chicago, Ill.
Huth, Alice; Chicago, Ill.
Hynds, Mildred; Philadelphia, Pa.
Kazmar, Jacob; Beaver Falls, Pa.
Keltz, LaMar; Bradford, Pa.
Kortner, Coleman; Pittsburgh, Pa.
Larsen, Gladys; Chicago, Ill.
Lay, Betty; Houston, Texas.
Lecollier, Harvey; Pittsburgh, Pa.
Lytle, Margaret; Indianapolis, Ind.
Matthei, William; Boston, Mass.
Montgomery, Louis; Akron, Ohio.
McCarthy, Vivian; Munising, Mich.
Overman, Ivan; Greensburg, Ind.
Penman, Thelma; Brazil, Ind.
Poeltl, Mathew; Buffalo, N. Y.
Porter, Clarence; Richmond, Ind.
Rath, Elizabeth; Indianapolis, Ind.
Rosengarth, Laura; McKeesport, Pa.
Saucier, Ethel; St. Louis, Mo.
Schneider, Martha; Louisville, Ky.
Seaton, James; Akron, Ohio.
Sicer, Marietta; New Albany, Ind.
Snyder, Marion; Michigan City, Ind.
Sonderman, Ruth; Jasper, Ind.
Strain, Raymond; Indianapolis, Ind.

Strohkarcck, Mildred; Davenport, Iowa.
 Stuart, Gretchen; Chicago, Ill.
 Turner, Josephine; Hudson, Ohio.
 Watcher, Mildred; Cincinnati, Ohio.
 Wigal, Martha; Indianapolis, Ind.
 Winterhoff, Viola; Indianapolis, Ind.
 Wood, Margery; East Aurora, N. Y.
 Wright, Margaret; Evansville, Ind.

Juniors

Andrews, Stella; Woodbridge, N. J.
 Ballin, Ralph; St. Louis, Mo.
 Barnitt, Vineta; Chicago, Ill.
 Baumann, Carl; Buffalo, N. Y.
 Bell, Pauline; West Lafayette, Ohio.
 Bischoff, William; Somerville, Mass.
 Blakely, Margery; Montpelier, Ohio.
 Blumer, Samuel; Middletown, Conn.
 Bobrink, Irma; Lawrenceburg, Ind.
 Bowser, Mary; Hartford City, Ind.
 Braun, Fred; Indianapolis, Ind.
 Briggs, Harry; Shelbyville, Ind.
 Brister, Freda; Ambler, Pa.
 Brubaker, June; Peru, Ind.
 Burnett, Thelma; Buffalo, N. Y.
 Burnette, Harriet; Akron, Ohio.
 Carter, Ralph; Buffalo, N. Y.
 Dippold, Harry; Clinton, Mass.
 Dippold, Norma; Syracuse, N. Y.
 Duddy, Jane; Indianapolis, Ind.
 Elder, Laura; Philadelphia, Pa.
 Evens, Charles; Indianapolis, Ind.
 Ewert, Erma; Davenport, Iowa.
 Fager, Nadyne; St. Louis, Mo.
 Frasier, Ruth; Leavenworth, Kans.
 Fries, Harriet; Mazomanie, Wis.
 Gable, Martha; Philadelphia, Pa.
 Garcea, Rosi; Akron, Ohio.
 Gawer, Herman; Portland, Ore.
 Gilchrist, Rena Mae; Greensburg, Ind.
 Graham, Catherine; Decatur, Ill.
 Hahn, Harold; Milwaukee, Wis.
 Hehrlein, Martha; St. Louis, Mo.
 Hermann, Arthur; Milwaukee, Wis.
 Holt, Eleanor; Greenup, Ill.
 Irelin, Irma; Indianapolis, Ind.
 Jacquin, George; Syracuse, N. Y.
 Kern, Edward; Holyoke, Mass.
 Kern, Louis; Holyoke, Mass.
 Kettering, Lester; Canton, Ohio.
 Kittlaus, Louis, Jr.; St. Louis, Mo.
 Koenig, Florence; Evansville, Ind.

Kolb, Hyacinth; Buffalo, N. Y.
 Kurtz, Herman; Indianapolis, Ind.
 Larkin, Evalyn; South Bend, Ind.
 LeGrand, Jane; North Vernon, Ind.
 Lemmon, Elizabeth; Shelbyville, Ind.
 Lorber, Bernice; Chicago, Ill.
 Madden, Elizabeth; Chicago, Ill.
 McNutt, Agnes; Indianapolis, Ind.
 Meyer, Henry; Cincinnati, Ohio.
 Mohler, Eva; Wabash, Ind.
 Moore, Joseph; Middletown, Conn.
 Morrison, Lucile; Chicago, Ill.
 Padden, Dorothy; Chicago, Ill.
 Pegel, Robert; Chicago, Ill.
 Pfaender, Thomas; New Ulm, Minn.
 Rawlings, Kyle; Marion, Ind.
 Schlich, Elizabeth; Louisville, Ky.
 Schoepfel, Louise; Shelbyville, Ind.
 Search, Agnes; Indianapolis, Ind.
 Sharpe, Lois; Muncie, Ind.
 Simon, Vera; Buffalo, N. Y.
 Stocker, John; Sacramento, Cal.
 Thorelius, Florence; Chicago, Ill.
 Underwood, Elizabeth; Indianapolis, Ind.
 VanNote, Violet; Indianapolis, Ind.
 Vierung, Louise; Johnstown, Pa.
 Ware, Ruth; Dayton, Ohio.
 Weber, Dulce; New Holstein, Wis.
 Whittemore, Sarah; East Aurora, N. Y.
 Wirth, Raymond; Lawrenceburg, Ind.
 Wymond, Anna; Warsaw, Ind.
 Young, Catherine; Cincinnati, Ohio.
 Zimmerman, Katharine; Alton, Ill.

Raze Ancient Roman Buildings For Playgrounds.

The Knights of Columbus are building the Vatican-American Playground on land donated by the Pope for this purpose. The buildings torn down were several centuries old and had historical association with the ecclesiastical and artistic history of the city. The playground will be ready late next fall.

Athletic Badge Tests.

These tests have been published by the Bureau of Education as "Physical Education Series No. 2." This printing will aid materially, it is believed, in furthering the use of physical efficiency tests.

ALUMNI BULLETIN

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LIVING FOR HEALTH.

Scientific research informs us that man is naturally a long-lived animal, his span of life normally reaching to a hundred years and beyond. Physiologists have made clear the principles which govern biologic living, but we fail to apply these principles in our daily lives, still clinging to old practices bequeathed to us by ages of darkness and ignorance and so rob ourselves of at least one-half the length of life to which we are entitled, to say nothing of the tortures to which we subject ourselves at the hands of numberless maladies.

Man, the most complicated of all animal organisms, and hence the most likely to be injured by unfavorable conditions, finds himself at the present time subjected to an environment most dissimilar from that to which he is adapted. Naturally an out-of-doors dweller, freely exposed to the sunlight and bathed in pure air, man has become a house dweller, secluding himself from the sun and the air, smothering himself in clothing and spending the greater part of his life as a prisoner within air-tight walls, exposed to a vitiated atmosphere and the disease-producing germs which thrive under such conditions. Naturally a low-protein feeder, he has adopted a high-protein diet which is hostile and damaging to the human constitution.

Naturally fleet of foot, agile and mus-

cular, supple and enduring, man has, by sedentary habits, become puny, rheumatic, gouty, short of wind, hobbled by flat feet and is beginning to lose his toes. In his haste to become civilized, man has neglected to provide compensations for the departure from normal conditions of life which civilization necessarily involves. We need not return to savagery to be healthy, but we must see that the air we breathe is as clean as that the savage breathes, that the food we eat is as wholesome. We must give our pale skins more contact with the sun and air. We must keep the inside of our bodies as clean as the outside. We must cultivate "clean" blood. Society must establish laws and sanctions which will check the operation of heredity in the multiplication of the unfit.

Life expectancy is a matter to which the average citizen gives little attention until the doctor informs him that he must prepare to meet his undertaker in the not distant future. The interest which he then manifests in extending this existence is often truly pathetic. He is ready to undergo any treatments, to submit to any regimen, any restriction, to make any sacrifice required, if assured that his life may be extended.

The proper time to become interested in life expectancy is not when the mortgages imposed by bad habits are about to be foreclosed and liquidated, but when one's life title is still unclouded and there is a clear outlook ahead.

To live biologically is not an innovation. It is a return to the "old paths" from which the perversions of our modern civilization have gradually diverted millions of men and women.

Good cheer promotes good digestion. Anger, worry and irritation stop digestion. Dismiss work, worries, business cares and annoyances while eating.

Three or four pints of water, including liquid food, are needed daily to carry

on the activities of the body. Drink a glassful of water on rising in the morning, on retiring at night, an hour before each meal and two or three hours after eating.

Deep breathing aids digestion, encourages the liver and bowels to action, develops the lungs and purifies the blood. The only directions needed are: Hold the chest high and breathe as deep as you can ten or twenty times each hour, or oftener. The best "breath" gymnastics are swimming, hill or stair walking or running. Always breathe through the nose.

Sleep eight hours each night. If not strong or if neurasthenic, take a nap before dinner. Growth, assimilation and repair are most active during sleep.

It pays to give daily attention to the cultivation of good health. Study the conditions and surroundings of the home and business and give careful thought to personal habits and practices with special reference to their bearing on health.

Take an "annual physical inventory." An automobile needs a careful looking over at regular intervals. So does a man. By such timely examinations, weak, worn parts may be discovered before they break down and thus a catastrophe may be prevented. Many an automobile has gone over a cliff on a sharp turn when the brake failed to hold because it needed a new lining.

The body needs repairs, just as does a limousine or a flivver. New parts are needed also, and the body has the advantage of being able to repair itself and make replacement of worn and damaged parts if attention is given in time, before the damage becomes irreparable.

Many a man has collapsed suddenly with heart failure due to an undiscovered high blood pressure, whose life might have been extended for years by timely treatment. Every person who considers life worth living, who values life as an opportunity for usefulness or even for

pleasure, who appreciates the "joy of living," should annually submit himself for a thorough examination.

Every man who carries large responsibilities should devote a few days every year to a personal inventory. He owes this to his business, to his stockholders, his constituents, his associates, his dependents.

Health of mind and body is one of the most valuable of all personal assets. Make every reasonable effort to maintain them intact and, if possible, increase the capital of physical and mental strength. —John Harvey Kellogg, M. D., LL. D., F. A. C. S., in *The Battle Creek Idea*.

PHI DELTA PI.

September; the opening of school; the joy of being back with old friends and Phi Deltas; but many of the familiar faces of the latter—missing. All of our dear Seniors of last year and one of our class-mates—Averil Tibbels, who is teaching in Colorado. What would we do without them? They had left us to "carry on" and only now did we realize how much they had meant to us. Nevertheless, the new Seniors with the characteristic vim of former Phi Deltas, plunged headlong into the school year to meet all of the pleasures and trials it was to bring.

The new officers took their respective positions and started the events of the year. On November 1st they initiated two new members, namely: Ruth Cray and Mary Catherine Calkins, into the Phi Delta Pi Fraternity.

The Rush Party, a dinner-dance at the Claypool on November 9th, came up to our expectations in every way.

In closing, we hope that the year will continue as it has started, and that our beloved Alumnae find the many pleasant memories of A. G. U. a stimulus to bring them back on frequent visits to their Alma Mater.

R. S., Editor.

PERSONALS.

Lavina Stoeber, '19, has left Baltimore and is now teaching in her home town, Rochester, N. Y.

Mr. and Mrs. Lee Cannon at Redondo Beach announced the arrival of Barbara Catherine on June 30.

Dr. Max Grueb, '14, has taken unto himself a life partner. He is practicing medicine in St. Louis.

Herman Steiner, '21, began his third year as Coach at Trinity College. He studied under Rockne during the summer.

Hazel C. Orr, '10, went to Arizona again this fall with her mother. She is attending the Arizona University at Tucson.

Elinor Cornick, '18, was married to Mr. Preston M. Denny at Evansville, September 12, and is living at Jacksonville, Fla.

The arrival of Carl Henry, Jr., on October 21, was announced by Carl H. Spitzer, '21, who is still in San Francisco.

Walter Schoen, '23, has moved to St. Louis and is instructor for the Rock Spring and the Mt. Olive (Ill.) Turnverein.

"Al" Seelbach, '20, has also joined the ranks of benedicts, on July 11. The bride was Marion Elizabeth Stengel, of Buffalo.

At the Aurora Turnverein in Chicago, Edward Hall has charge of the children's and Chas. Siebert of the adult classes this year.

After spending a year in Los Angeles, Albert Teuscher, '06, is back in Chicago. Fishin' doesn't seem to be good in Southern California.

Wm. Gilson, '21, has been transferred from Lane Technical to Marshall High School in Chicago, where he is head coach of all athletic teams.

Everybody knew it was going to happen some time, and it came off last July.

Renilda Kittlaus and Ray Glunz, both of '21, were married and are living in Buffalo.

Another one of the girls of '19, Irene Lindley, has changed her name and is now called Mrs. Alfred T. Vannerson. It occurred on August 26. They live at Baltimore.

Getting her picture and quite a write-up printed in one of the Cincinnati dailies, telling of her high achievements at College in both academic and practical subjects, is an honor accorded Sophie Nason, '23.

President Emil Rath spent most of the summer abroad, visiting Germany, Austria, and Denmark. He left on the Bremen which carried the American Turners who visited the Turnfest in Munich, and returned the middle of September.

Bess O'Gorman, '19, has been Mrs. James E. Gallagher since June 14; she is still teaching at Cleveland High School in St. Louis. During the summer she was visited by Ann Olmstead, '19, who accepted a position in the high school at Fort Smith, Ark.

After 48 years of continuous service as physical educator, Henry Suder, '75, has resigned his position as director of physical education in the Chicago public schools, and is now living in Milwaukee. Mr. Suder remains, however, on the Board of Trustees of the Normal College.

A recent directory of the department of Physical Education in Buffalo shows the employment of 28 instructors in the five high schools, 44 gymnasium instructors and 13 swimming instructors in the grade schools. Of the latter schools, 20 have gymnasiums and 7 have swimming pools.

The people of a city of over 50,000 in Ohio voted against an increase of taxes for school purposes. As a result, a number of teachers will find themselves without jobs in the near future, among them one of our Alumni. What a won-

derful thing is this democratic control of education!

Fearing that he would lose his sanity, Benno F. Schmidt, '90, committed suicide last July by drowning in White river northwest of Indianapolis. Mr. Schmidt attended the Normal School while it was temporarily conducted in Indianapolis under Mr. Fleck, and only taught one year after which he entered business.

Dorothy Wydman Sweeley, '17, is now at the Presidio Army Post at San Francisco. Since her marriage she has traveled through the Philippines, China, Japan, Siberia, the South Sea Islands, Hawaii, and Central America, and has had many aeroplane flights. Maybe, she will some day write up her experiences for the Bulletin.

The two men of the 1923 class who hailed from Detroit, have gone and gotten married. Fred Cooper did so soon after getting his diploma; he is now in Fort Dodge, Iowa. Of course, everybody expected it of Gilbert de Buck and Margaret Hitchens, ever since they first met at the College. Mr. and Mrs. de Buck are working in the Cincinnati schools.

The American Turnerbund has for many years followed the good custom of giving beautifully executed diplomas to all members who have belonged to the organization for fifty years. Recently two of the old Normal School graduates were awarded such diplomas: George Seikel, '73, of Newark, N. J. (who has been teaching physical education all these years and is still in harness), and Carl Heydweiler, '77, of Rochester, N. Y.

Niels Bukh and his twelve wonder men from Ollerup in Denmark, gave a demonstration in the men's gymnasium of the Cincinnati University, as part of a program of the teachers' meeting. President Rath went over to attend a meeting of the physical education section; Mr. and Mrs. Steichmann motored down to "Cin-

ci" in the afternoon, saw the "Danish show" and visited the McCartney's on the hilltop. The entire party had dinner at the Eid residence Sunday and the three Indianapolis people then drove home. Esther Hoebner, of Dayton, was also a visitor at the teachers' meetings.

Traveling seems to be to the liking of Elsa Kramer, '17. After making a European trip last year, she went to the Orient this year. In a letter dated August 15, on board S. S. President Cleveland, she wrote: "Am homeward bound after a wonderful trip to the Orient. I sailed from San Francisco, June 30, on the steamer Tenyu Maru. Our first stop was at Honolulu. We motored out to the Pali, a high mountain overlooking large pineapple plantations. Then we took a dip at Waikaki Beach. After breasting the waves for twelve days more, we arrived at Yokohama, paid a visit to Tokyo, and the typical home of the Japanese president of the steamship company. Next, we steamed on to Kobe, touring the quaint streets in rickshaws; then sailed through the wonderful Inland Sea which cannot be surpassed for beauty, to Nagasaki, where we saw some more quaint Japanese streets. After crossing the Yellow Sea, we reached Shanghai with its up-to-date bund. I even risked being held up by bandits at Lingchen, on my way to Peking. I spent three days of wonderful sight-seeing in the Forbidden City, summer palace, Confucius and Llama temples; ate a Chinese meal at a Chinese restaurant where no English was spoken. Then we steamed to Hongkong which is located on a mountainside presenting a beautiful view, as the homes are very modern and strictly English. At Hongkong, we encountered a typhoon which was not pleasant. Our destination was Manila, where it rained torrents during our stay. We returned to Hongkong and are now on our way to Shanghai, then again via Japan to Honolulu and

expect to reach San Francisco September 6. Miss Nellie Mershon, of my class, met me at Yokohama and sends her regards." Elsa left Japan a few days before the earthquake.

Going through the worst earthquake in history, one of the greatest calamities that ever befell humanity, is the experience of Nellie Mershon, '17, who has been teaching in Tokyo for several years. In a letter dated September 8, she wrote: "I suppose you have read in the papers about the terrible earthquakes (altogether about 300, counting the big and little ones), and also the terrible fire which has destroyed all of Yokohama and three-fourths of Tokyo. It happened a week ago today and as yet no one can say that things are safe. I, luckily, was and am still up in the mountains. We were to leave for Tokyo on the Monday after this happened. We felt the quakes in the mountains and were compelled to leave our houses fearing that they would come down. Fortunately we were safe. What will happen to us, we don't know. Our Y. W. C. A. house is burned to the ground; it was gone within one-half hour after the fire started. The house in which we lived is not burned but damaged. I itch to go down to Tokyo or Kobe to help with the first aid, but I don't know when I will be able to get away from here. This next year I may be sent to Osaka or Kobe. We can not get any money from the banks as yet and must "stay put." The Japanese people have been very wonderful all through this calamity. They have worked like slaves, day and night, and no one utters a word of complaint. I have learned to respect the Japanese very highly."

The arrival of a daughter, Dorothy Jane, on October 21, is announced by W. Harold Browne, who is teaching in the Lincoln, Nebr., High School.

MAN IS SEMI-ARTIFICIAL SWIMMER.

All animals, excepting man and monkeys, either swim naturally or go through the motions of swimming when suddenly immersed in water. There are, however, a number of animals that, although they swim naturally, drown as they swim. This is the case with rabbits, mice, moles and the smaller cats. Saturation of the fur appears to be the cause of drowning.

Tigers, lions and the larger cats are fine swimmers. Rats are credited with long distance swimming feats. Nearly all large quadrupeds, especially the deer and horse, are exceptionally strong swimmers. They simply walk in the water, the motions very similar to progress on land.

Man, however, employs a semi-artificial mode of progression in the water. With normal amount of air in the lungs, the human body is slightly lighter than water. Therefore a downward movement of the limbs keeps the body afloat, and a horizontal movement tends to progress the body forward or backward. Little effort is necessary to keep afloat. It is the emotion of fear alone that causes a person to drown when suddenly immersed in water.

Although man's initial efforts to swim result in positions of the body and motions of the limbs closely approximate to those of the lower animals that swim naturally, he has adopted and developed artificial methods by the use of which he surpasses animals in speed and endurance. This is credited to man's intelligence.

These artificial methods are known as the breast, side, trudgeon and crawl strokes. Others are swimming on the back, treading, floating, sculling, diving, etc. Treading approaches natural movements most closely, and if resorted to in accidental immersion, would prevent many deaths of non-swimmers. It main-

tains the body in a perpendicular position, the head above the water surface. It is accomplished by paddling with the hands and working the legs and feet as if going up stairs, the soles acting as sustaining surfaces. Some also call treading the "doggie-paddle."

BOOK REVIEWS.

Fundamental Gymnastics, by Niels Bukh.

Published by B. G. Teubner, Leipzig and Berlin, Translated into German by Anna Sievers and Karl Moeller.

The book is soon to be published in English and we recommend it highly to all our graduates.

Mr. Niels Bukh, no doubt, by this time, is well known to all teachers of physical education because of his visit with his class to America demonstrating his original types of movements which he calls Primitive Gymnastics. This class of exercises is a distinctly new contribution to physical education. Whether it is something desirable and useable is not a question. His exercises are divided into tactic exercises, leg exercises, arm exercises, neck exercises, lateral trunk exercises, anterior trunk exercises, posterior trunk exercises, span bending, heaving exercises, balancing movements, walking, running, vaulting and exercises of skill. His arm and leg exercises are divided into three phases: Exercises to supple the joints, to strengthen the muscles and to make the extremities skillful. His anterior and posterior trunk exercises are divided into exercises of the first and second class. In the anterior movements, the first class exercises consist of those involving the abdominal muscles from a relaxed position. The exercises of the second class begin from a stretched position of the abdominal muscles. In his posterior trunk movements, the first class consists of upper trunk bending performed while the lum-

bar spine is in a partly flexed condition. The second class of exercises are performed in a position in which the lumbar spine has its normal curve. The arm exercises are intended to stretch the pectoral muscles, to loosen the shoulder joints and improve the mobility of the shoulder blade. The leg exercises are given to supple the ankle, knee and hip joints and to stretch the ham strings.

Mr. Bukh has selected some very interesting and strenuous exercises to achieve his ends. The method was evolved by him for the purpose of eliminating the stiffness he found prevailing among the students of the school in which he was teacher of physical education. He found that the Swedish system which was in vogue did not meet the requirements. His pupils were principally young men and women from the farms of Denmark.

He spoke of his work as a new method applied to the Ling system of physical education. It could just as well be spoken of as a new method of applying to the German system because all of the work is performed in rhythm. The class changes from one movement to the next without stopping. There is no question but what this work can attain definite results in a very little while.

The book does not give the explanations clearly enough for a person to carry on the work from it. It is necessary to have instruction to use Mr. Bukh's method. The other parts of the book consist of the usual squad exercises on the boom, box, stall bars, horse and ropes.

Speed Ball.

Ever played it? Requires a play field 160 by 360 and 11 players to a side and a regulation soccer football. Rules may be secured from the Department of Intramural Athletics at the University of Michigan.

HIGH SCHOOL COMPETITION.

The following rules for athletic work counted toward the high school letter will be of interest to most readers. They are the rules in force at the Blewett High School, St. Louis:

To be eligible for an athletic "B" a student must be passing in three subjects, be satisfactory in music, physical education and citizenship during the season.

For boys they are as follows:

1. In football, he must play three full games and be recommended by the coach.
2. In basketball, the requirements are the same as those for football.
3. In baseball, they are also the same.
4. In track he must win a point or fraction of a point in the Interscholastic Track Meet, as at present conducted, or in the Municipal Track Meet, where other high schools are represented, or he must win during two consecutive half-years a total of fifty points in any other track meets.

Points are awarded in meets as follows:

Grade

- 1st—5 points.
- 2nd—3 points.
- 3rd—2 points.
- 4th—1 point.

Inter-Grade

- 1st—10 points.
- 2nd—6 points.
- 3rd—4 points.
- 4th—2 points.

Inter-School

- 1st—20 points.
- 2nd—12 points.
- 3rd—8 points.
- 4th—4 points.

The cross country is a single race. Twelve places are awarded provided at least fifteen boys run. First will count twelve points, etc.

Members of winning teams in relay races are also awarded from one to five points each.

5. In golf, a boy must be the winner of the school tournament and there must have been at least ten competitors.
6. In tennis, he must have been the winner of the singles and in the doubles, he must be one of the pair that won them.
7. The "B" will be awarded to boys who complete in two consecutive half-years any three of the following sets of performances in addition to being able to swim 25 yards any style.

(a) Practicing faithfully during the season with the school football, basketball, or baseball team.

(b) Being a member of an athletic team which wins the championship of the 7th, 8th or 9th grade.

(c) Playing tennis on ten different days for at least one hour and a half on each occasion.

(d) Playing golf on ten different days for at least one hour on each occasion.

(e) Ice skating on ten different days for at least one hour on each occasion.

(f) Hiking on ten different days (outside of club work) going at least five miles on each hike.

(g) Bicycling on ten different days (outside of club work) going at least ten miles on each occasion.

Of course, in order to win a "B" in this way, a boy must not make a grade lower than "B" in gymnasium; he must have satisfactory grades in citizenship and scholarship; and he must fulfill the requirements during the school term and must not expect club trips to be counted.

The requirements for the "B" for girls in athletics are as follows:

1. She must have a grade of at least "B" in gymnasium classes and her grades in citizenship and scholarship must be satisfactory.

2. She must complete in two consecutive half-years any four of the following sets of performances.

- (a) Belonging to an athletic team which wins the championship of the 7th, 8th or 9th grade.
- (b) Playing basketball, baseball, volleyball on ten different days during the season.
- (c) Playing tennis on ten different days for at least one hour on each occasion.
- (d) Playing golf on ten different days for at least one hour on each occasion.
- (e) Swimming on ten different days for one hour on each occasion and 25 yards distance—club work counting.
- (f) Ice skating on ten different days for at least one hour on each occasion.
- (g) Hiking on seven different days, going at least five miles on each hike (club work counting).
- (h) Bicycling on seven different days going at least five miles on each occasion.
- (i) Earning a grade of "A" on the Blewett Dancing Squad (which is not one of the Tuesday clubs).

A NEW EXCHANGE.

The Key Note is the title of the publication of the Ithaca, N. Y., Conservatory of Music, with which are connected several other schools, among them the Ithaca School of Physical Education. In the first exchange copy received recently, one reads that physical education was first begun in the United States in 1865. It seems that the people in Ithaca never heard of Beck, Follen and Lieber, nor of the organization of the Turnerbund in 1850. To the esteemed colleague we recommend a perusal of Leonard's *Pioneers of Physical Training*.

ADVANCE IN PHYSICAL EDUCATION.

When I was a pupil in a public school my teacher did not know what to do with my body. It was definitely in the way. It interfered with the task the school was supposed to do. Could I have in some way checked my body in the ante-room or cloak-room and gone only with my mind into the school-room, I think my teacher would have welcomed me with a distinct sense of relief, for my body was his *bete noir*. It did not behave as he wished. He punished it, made it stand in corners with face to the wall, laid the rod of correction rather vigorously upon it, and in numerous ways made it unwelcome.

All this is changed. The whole boy is now welcomed in school. His body is no longer to be "kept under" but educated and fitted by systematic habits to be the ready and willing servant of the mind. It was held by the Greek school-master that a healthy body is a willing servant, while a weak body is a cruel tyrant. To make strong, healthy bodies the Greek boy went as regularly and as long to the gymnast as to the tutor.

St. Jerome in his letters on the right education of a young woman said to her mother, "I would have your daughter so educated that having a body she should not know it." This sums up not only the moral but the physical aim of education.

When the world-war came to us and our boys between twenty-one and thirty-one were called to the colors, we were apprised suddenly of the very great need of a sound and universal system of physical education. The rejects because of physical defects will always remain as an indictment against a school system that failed to conserve or advance the physical vigor of the race. Competent authority asserts that fully three-

fourths of our school population suffer from some physical defect.

To detect these defects, to remedy them, to conserve the increment of health that is brought to the school, and to set up a systematic and rational system of training that will establish health habits, these are the aims and needs of the wiser educational activities of the day. The essential need for this was not created but revealed by the world-war statistics.

In our larger cities, where opportunities for bodily exercises and health-producing activities are most restricted, departments of physical education have been established. The results have been most pronounced. Attendance has been increased. Study has been made more easy. Discipline of a corrective nature has been reduced in large degree. Intellectual progress has been promoted in a definite way. Moral ideals have been translated more readily into right behavior.

In Philadelphia, where in 1908 physical education was introduced in all the public schools, the intellectual average of all pupils was, in one year, advanced almost nine per cent. In other words, there was a great gulf between teacher and pupil, a gulf of physical defects, and not mental inferiority. When these physical defects were removed the pupils' mentality was reached and the succeeding gain in the intellectual life of the city readily achieved. This has been confirmed in many urban school districts. It most definitely establishes two facts of great value to educators and to parents: (1) that many so-called mental defectives are not in any sense mentally defective. They simply suffer from physical impediments of one sort or another, most of which are subject to correction under proper and competent diagnosis and treatment. It is manifest that for many reasons the earlier in the life of the child these physical limita-

tions are removed, the easier the task, the better the status of the race; (2) that sound physical condition is essential to right intellectual development.—(Martin Brumbaugh in "The Nation's Health.")

1924 GYMNAST.

This is a bit of information to those of you who still have a spark of loyalty in your hearts for our Normal College. This isn't an appeal for charity, but a chance for you to get a fair idea of what we are doing here at school. Of course, your class was a banner class, but did you ever stop to think that some of the other classes were, too, and that we expect to be?

We are starting out by getting out a bigger and better Annual. This is said with all due respect to the Annuals of previous classes. This year we are going to have a stiff imitation leather cover, and we intend to add materially to the body of the book. The cover, and the art work will be new and original; there will be plenty of good pictures and interesting writeups throughout the book.

You will all receive a letter and subscription blank within the near future; now if you feel you will get value received, send in your check and the blank. We intend to give you full value for your money, and so we will both benefit.

WM. A. GERBER, Jr.,
Editor-in-Chief.

Volley Ball, for Women.

The Playground and Sports Division of Chicago, South Park Commissioners have recently issued a set of volley ball rules for women which have been adopted as a result of ten years' experimentation in developing a type of play best fitted to needs of girls and women. Scoring is sped up, systems of team work and hints on coaching may be found useful. For further information communicate with this organization.