

Alumni Bulletin

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No. 3

PRAISE AND CRITICISM FOR ALUMNI.

For the purpose of ascertaining the standing of the Normal College graduates, a questionnaire was recently sent to 42 school superintendents and principals of high schools. The cities in which a large number of our graduates are employed, were omitted because the College authorities are fairly familiar with conditions in such places and because it would be a difficult task for superintendents to secure the desired information regarding the numerous teachers.

Of the 42 questionnaires, 38 were filled out; 3 were returned unanswered because no Normal College graduates are employed at present. The reaction of the school authorities is very satisfactory.

The following questions were asked, among others:

If any of our graduates are working for you, give your opinion on the following: Quality of their work; strong points; weak points.

The replies regarding the quality of the work were: 1 superior; 18 excellent; 10 very good; 7 good; 1 satisfactory; 1 poor.

In 11 cases, thoroughness of training was given as the strong point. Other expressions about the graduates were as follows:

Considerable variety and originality in quality of work.

Breadth of vision; reliability; progression.

Capacity for organization.

Confidence in his training.

Knows her work and is having success in her extra-curricular activities; she also handles successfully part of the boys' track work.

Knowledge of work; industry.

Ability to get along with teachers.

Knowledge of the fundamentals of physical education.

Especially strong in interesting the children and in doing corrective work.

Well prepared and earnest.

Personality; enthusiasm; knowledge of material.

Organization and leadership.

Aggressive; positive; exacting; well trained.

Ability to interest others in the work.

Discipline and variety of work.

Diplomacy and executive ability.

Control of classes.

Enthusiasm and professional spirit.

Initiative.

After patting ourselves on the back and telling the world what wonderful people come from the Normal College it behooves us also to show the darker side. In 24 cases, however, the question regarding weak points of our graduates has either been unanswered, or the reply reads "No serious weakness." Three superintendents say that our graduates are lacking in the ability to teach health, or handle remedial gymnastics. On the other hand, in two cases the teachers are particularly credited with this ability. Other weak points given in the reports, are:

Lacks personality, approachableness.

Commands frequently too rapid.

Lacking in social standards as become a teacher but has overcome this deficiency.

Lacking in general but not in physical education discipline.

More time should be given to games.

Disciplinary troubles; will undoubtedly improve along this line as this is her first year of teaching.

Organizing ability.

General educational foundation.

Works the younger pupils too hard.

Could be a little more aggressive and more interested in his work.

Have no ideas and unable to work out ideas of others.

Lacking in ability to do the work.

The last two lines contain the most severe criticism. In both cases the teachers employed in these cities, number among the weakest graduates. In one case, a man and woman employed successively "fell down" completely, and we can not blame the superintendent for hesitating in employing other Normal College graduates; he, however, has to shoulder part of the blame because he employed these two although warned by our teachers' bureau.

On the whole, the praises and criticisms of the school men coincide nearly always with the opinions held by the College authorities regarding the graduates referred to. While students at the College, these young men and women may sometimes have felt that the deans and faculty members were not treating them fair; the results of their work under different surroundings, however, show that the College authorities in nearly all cases acted just.

It may not be amiss for every one to study the criticisms offered by the school superintendents and principals, and to find out where adjustments may be needed.

AGAIN, THE SUMMER SESSION.

Alumni and other teachers have expressed themselves most favorably regarding the program for this year's summer session of the Normal College. The course to be given by Mr. Stecher in Principles and Organization of Physical Education, should prove especially interesting to graduates of the Normal College as well as others in the profession. Much that is new in physical education, has to be considered from the various angles and must be classified and adjusted in the system; the new tendencies should be rated according to importance, and one should also be able to look forward and tell what the next years may bring in the development of this phase of life. Mr. Stecher's lectures will undoubtedly help the physical educator to gain many new ideas.

The fact that five hours' credit can be made in five weeks toward the degree, should appeal to many Alumni who are not able to devote a longer period to summer work. Dr. Ocker will also offer much new material in his courses on Health Education and Nutrition, two subjects that are of the utmost importance to the modern physical educator.

Other lecture courses will be given by Emmett A. Rice, author of the new History of Physical Education, and by Dr. C. B. Sputh, known to every Alumnus.

Remember, that the summer sessions at Camp Brosius are not intended only for Normal College graduates but also for graduates of other schools and for class room teachers who want to get better acquainted with physical education; get your colleagues interested in Camp Brosius. Remember also that there are few spots like Camp Brosius where one may combine a summer course with a fine vacation.

DELTA PSI KAPPA.

Sunday afternoon, March 20, eleven new members were initiated into Delta Psi Kappa at the home of Mr. and Mrs. Emil Rath. This was followed by a formal dinner at the Indianapolis Athletic Club. "Pat" Wolff presided as toastmistress and responses were given by Helen Young, president; Mr. Rath, representing the Rath family, Dr. Gabe, the Gabe family, and Mr. Garber the Garber family.

Recently Alpha sponsored an "Alpha News" which was published with the idea of informing the Alumni what we were doing. We have heard from many who like it and we plan to continue the publication next year.

One Sunday evening a month we have been having lunch together. We have found it a wonderful time to review songs, etc.

"Hy" Kolb, of Buffalo was awarded the desk set which we raffled.

Helen Schmitz Pritzlaff of the Chicago Alumni inspected us last week. Following this we enjoyed a Kaffee-Klatch, and Mrs. Pritzlaff made us enthusiastic for the convention in Chicago next year.

Our last social function before school is out will be our formal spring dance, May 21, at the Spink Arms Hotel.

Those graduating from the three-year course include:

LaFern Amos	Peru
Frances Brallier	Altoona
Elsa Hoyler	Buffalo
Maybelle Miller	Muncie
Catherine Frahm,	Milledgeville, Ill.
Julia Hauenstein	New Ulm, Minn.
Gertrude Jordan	St. Paul
Emilie Woltz	Buffalo.
Emeline Wagner	Richmond
Priscilla Lockwood	Indianapolis
Gladys Weinsheimer	Evansville

Sara Blackwell of Evansville and Emma Ellis of Moorestown, N. J., will receive degrees.

Among the Alumni who have visited us recently are "Babe" Snyder, of Michigan City; "B" Ware Geikem, Dayton; "Ted" Burnett, Syracuse; "Polly" Giffin and Mary Schudel Cox of Lebanon; Elizabeth Lemmon, Buffalo; Mrs. R. Hofmeister of St. Louis.

PHI EPSILON KAPPA.

The return of warm weather finds the brothers of Alpha Chapter seeking the cool spots along the White River and taking extended jaunts in the company of residents of the Dormitory. In fact a few have the spirit so firmly imbedded in them that they forget to return. These moonlight nights are very tempting, to say the least.

On Wednesday evening, April 14th, Alpha Chapter united with the Indianapolis Alumni Association in celebrating Founders' Day, in the Blue Room of the Athenaeum. Mr. Krantz, Director of Physical Education at the Indianapolis Athletic Club, was pledged to Phi Epsilon Kappa. Brother Altmann acted as toastmaster for the banquet. Many inspiring talks were made, and the affair proved highly enjoyable.

During the week of April 18th, Alpha Chapter was honored by the presence of several Buffalo Alumni; Brothers Braun, Strain, Montgomery, Ping and Baumann. We surely were pleased to have them with us and wish that more of our Alumni Brothers could arrange to pay us a visit.

On Thursday evening, April 28th, the annual election of officers was held and the following men were elected to guide Alpha Chapter for the coming year:

C. Leslie Boehmer, President;
Emil H. Rothe, Vice-President;

Henry C. Schneider, Secretary;
 Herbert Nilson, Treasurer;
 Howard Clark, Guide;
 Frank Clark, Sergeant-at-arms;
 Charles T. Rothweiler, Historian-editor.

The outlook for the future of Alpha Chapter is very bright. All the Brothers are proud of the work of President Boehmer during the past year and know that this record will even be surpassed during his second term.

Vonda Brown, a student of the College, was the proud winner of a ten dollar gold piece in the raffle which the chapter held to help defray expenses of the National Convention. According to the report of the delegates, Boehmer and Hille, the convention was highly successful and the work accomplished marked another milestone in the progress of the Fraternity.

The Brothers are fondly looking forward to the dance which is to be held at the Severin Hotel on the evening of May 14th.

PHI DELTA PI.

On March 12, we held Formal Initiation at the Spink Arms Hotel, and afterwards our Alumni and guests joined us in the Venetian Room, where we enjoyed a lovely dinner. Mr. and Mrs. Dyer were with us and Mr. Dyer thrilled us all with his interesting resume of Phi Delt history. Ethel Todd surprised us by coming up from Cincinnati and we were all mighty glad to see her again.

We are so proud of our large chapter, thirty-two members now, and still going strong. So Alums, just watch us, and if you want a really good time, just drop in on Alpha Chapter sometime. We will be more than glad to have you.

Our Spring Dance was held Saturday, May 7, at the Propylaeum, at which time

Mrs. H. Ritter, of Dayton, was the lucky one to win our raffle.

Alpha's election of officers was held April 21, Norma Flachsland of Syracuse, N. Y., is our new President; Bertha Otte of Indianapolis, our vice president; Kathryn Risch of St. Louis, Treasurer, and Louise Karle of Indianapolis, Recording Secretary.

The school year is drawing to a close and the Juniors are sorry to have to leave our Alpha chapter girls; however, they know that they are leaving behind them a live, peppy, capable crowd and that of course lessens the hurt a lot.

This will be our "au revoir" for this year, so Alpha extends her best wishes to all her sister members, for a most wonderful summer.

OMEGA UPSILON

It is with deep-seated feelings of regret that we see this school year drawing to a close.

The twentieth of March was a red letter day for all of us, particularly the cubbies. On that day we initiated Vonda Browne, Vivian Ruell, and Emma Hunt. After the initiation ceremonies we had a dinner at the Claypool, followed by a theater party.

On April 23rd, the Omegas held their closing social event of this year. A dinner-dance was given at the Indianapolis Athletic Club. The decorations were carried out in Nile green and myrtle, with the Omega rose predominating.

We were glad to have Miss Emma Ellis, Delta Psi Kappa representative, Miss Clara Simon of Phi Delta Pi, and Mr. Henry Thayer of Phi Epsilon Kappa among the guests.

Dr. and Mrs. William Gabe, and Dr. and Mrs. W. L. Richardson were the honored guests of the evening.

May the first, we celebrated our

twenty-third birthday as an organization.

May the seventh to ninth, Eugenie Nicolas and Adele LaDuron will represent Theta Chapter at the National Convention, in Cincinnati.

It won't be long now, and then "Auf Wiedersehen" will echo through the halls of A. G. U. and every one of us will go our separate ways, perhaps never to meet again.

COMMENCEMENT.

Graduation exercises will be held Wednesday, May 25th. The program includes a meeting of the Alumni Association, initiation of the new members, and the Alumni Dinner tendered the graduates, all on Tuesday evening, May 24; a demonstration by the graduating class in the afternoon, and the commencement in the evening of May 25th.

At the latter, Mr. George Seibel, president of the American Turnerbund, will be the principal speaker. The diplomas will be presented by Dr. H. O. Pantzer, president of the Board of Trustees, and Mr. Charles Rick is the valedictorian.

Five members of the present class will receive their degrees of Bachelor of Physical Education, and thirty-two will be presented with the diploma for the three-year course; five elementary and special students will receive certificates. In addition, five honorary degrees of Master of Physical Education will be presented, and five former graduates will receive the Bachelor degree as they have complied with all requirements by completing their work partly in absence and writing acceptable theses.

In connection with this, it may be stated that four former graduates have completed the required work for the Bach-

elor degree but that their theses were rejected by the Administrative Board of the Normal College and that their degrees have been held up until next year. The Board felt that these candidates for the degree tried to crowd too much work into one year and therefore were not successful with their theses which must be written in acceptable English, give evidence of independent thought, and show marked attainment in the phase of Physical Education discussed.

It is hoped that many Alumni will make an effort to be present at the graduation exercises.

IN MEMORIAM.

Eduard Koenig died suddenly on February 12, of heart trouble, after being seriously ill for but two hours.

Coming to this country in 1877 and living in Indianapolis, Koenig attended the Normal School of the Turnerbund in Milwaukee and upon graduation in 1886, when 22 years old, accepted a position as instructor of the South Bend, Ind., Turnverein. There he lived for over forty years. In 1898 he like so many others of the older teachers, offered his services to the school board of South Bend and introduced physical education into the public schools; he had charge of this work until his death. At one time he also had charge of physical education classes at Notre Dame University.

Eduard Koenig was a man of quiet disposition and usually kept in the background; he filled his place, however, and many hundreds of South Bend men and women remember him as an efficient and highly intelligent teacher.

"Alumni Bulletin" contributors are requested to mail their copy regularly on November 1, February 1 and May 1. Contributions are always welcome.

ALUMNI BULLETIN

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CONVENTION OF THE AMERICAN PHYSICAL EDUCATION ASSO- CIATION

I believe that everyone who attended this convention will agree that it ranks with the best of the A. P. E. A. in the last ten years. Between seven hundred and eight hundred teachers of physical education were present. There were excellent speakers on the program who presented interesting and worth-while material of sufficient variety to suit the members in general.

The general topic was "Teaching Methods". The interesting list of speakers was headed by Dr. W. H. Burton, Professor of Education, University of Chicago, who spoke on "Some Principles of General Methods Applied to Physical Education". Some of the points that he emphasized will be of interest.

"As far as general methods are concerned, there is no need of differentiating between the regular and special subject. Whereas the subject matter determines the goal, the method determines how nearly and how well you achieve that goal. Whereas formerly only direct results were striven for, it is well known now that any learning situation involves not only an acquisition of the thing set out to learn, but many other associated concomitant results as well. In physical education, direct objectives

are easy to obtain, but there are opportunities for highly desirable associated concomitant results."

In addition to these points, Dr. Burton enumerated two principles involved in this kind of learning. First, "learning takes place best (if not only) under conditions of attention and interest." He elaborated this with Tom Sawyer's application of motivating interest. "If attention and interest are lacking, associated concomitant learning and often the direct learning is missing. Whereas, older pupils mostly work because of the results they seek, younger children are spurred on by rivalry and social approval." The second principle was brought out by the statement that learning of this kind is best attended by imitation of this model, and by trial and error method. In connection with this, the question arises whether guidance may be given in presenting physical activities. Are there steps to follow? Here a teacher is apt to fall victim to a too formal, rigid and arbitrary procedure.

There are four phases of this method of procedure, which, however, should be kept very flexible. First, the model presentation; second, the imitation by the pupil; third, the criticism by the instructor; and fourth, drill. The teacher should set the model. It should be prepared with the assistance of the pupil, whose cooperation helps to arouse interest. The activity should be looked upon as being the "show" of the pupils and not the "show" of the instructor. The activities should not be shown in parts until the pupil has seen the setting as a whole.

Demonstration is always superior to verbal discussion. In connection with imitation, it is necessary to know how much trial and error should be permitted. This will depend upon the nature of the mistake. To make a new mistake is not as harmful as to repeat a mistake.

Of course, disastrous mistakes must be avoided, and if the pupil can not find the correct form himself, the instructor, in order to save time and effort, must give the essential suggestion.

Criticism is very helpful, but it should not expose the knack involved in the learning process. It should help the pupil to find it.

Very little time was devoted to drill, which the speaker felt was so important that it would serve as a subject for an entire lecture. Dr. Burton's remarks were received with great appreciation.

He was followed by Dr. J. F. Williams, of Teachers' College, Columbia University, who spoke on "Some Aspects of Method in Physical Education". Dr. Williams' paper was most interesting. He began by comparing the narrow and broader view of physical education, the first of which is exemplified by the special methods as applied to dancing and gymnastic games. These are lacking in political, economical, and social influence and background as compared with the broader view which strives to solve modern problems of civilization, human happiness, leisure time. The narrow view-point leads to routine performance and prevents the introduction of new ideas; there is no experimentation.

Three types of learning are achieved according to the methods applied. First, motor learning, which illustrates the status quo and the rigidity of the special method. Second, ideas associated with learning. Here, too, we may have the narrow type of teaching, which consists of learning foot positions, lunges, etc., or such wider views as are related to training the body, to increase muscular agility, buoyancy, etc. Third, attitudes and appreciation. It is the attitude that will influence the continuation of muscular activity, that is desirable.

The narrow view of method empha-

sizes such things as alignment, execution, technique. The broader view of physical education places emphasis on experimentation, ideas associated with the activities. It strives for the development of character and personality. Attitudes in physical education may be good or worthless. They may be useful or useless, even harmful, in life. They must be exercised in several fields and correlated with many subjects.

Dr. Williams then went into detail in a rather lengthy discussion, pointing out among other things that a judgment of an activity and the activity may not be the same. Many attitudes associated with it were listed. The attitude of courtesy, not to be confused with sympathy; the attitude of self criticism; the attitude of win and lose fairly, and many others were mentioned. The paper was very much enjoyed and very well received, and will be worthy of careful reading when published.

It is to be regretted that these papers were not followed by discussion. No doubt, many of the audience would have liked to ask questions. The procedure of presenting two lengthy papers at a session, as was done at the Des Moines convention is to be preferred to the method used in Newark last year, where each session was taken up with a number of short papers.

The afternoon session consisted of the following sectional meetings: The Men's Athletic Section, Women's Athletic Section, Normal School Section, Municipal Recreation Section, Therapeutic Section, Y. M. and Y. W. C. A. Section, and at five o'clock in the afternoon the Women's Division of the N. A. A. F. met.

At the Men's Athletic Section, Mr. L. W. Olds, Associate Professor of Physical Education and Track Coach of the Michigan State Normal College, Ypsilanti,

spoke on arousing interest in track athletics. He suggested means and ways of interesting a great number of students by having inter-squad, inter-class, inter-fraternity, and inter-collegiate meets. He also suggested the use of awards such as letters, monograms, trophies, and ribbons, so as to interest all the student body in athletics and not only a few stars.

Dr. Williams again took part in the program. Following Mr. Olds, he spoke on "The Sources and Data of Principles of Physical Education". A hurried resumé covered the pre-historic period with the shaping of the child's mind for acquiring understanding; training its intelligence to handle the body thoroughly and training in the skills needed for the primitive life, on to the Greeks, the Romans, and the Middle Ages.

Then followed a comparison of the early American physical education, its circus performer and boxer prevailing as instructors and followed by commercialized physical culture, with the modern physical education and its scientifically and socially minded instructor. Physical education as part of education has in common with education certain principles dedicated to the service of mankind and to social needs. These are based on scientific foundations, on the facts of man's need, on biology, kinesiology, psychology and physiology. Physical education in its broader sense is to satisfy the inner urge of mankind, not purely for muscle-building or for posture. The lecture was instructive and very much enjoyed.

The address delivered by Dr. D. W. Morehouse, President of Drake University, was very inspirational. He spoke on "Do Athletics Belong to the School or to the Community?" His remarks indicated that Athletics tend to pull themselves away from the school and set

themselves up as a separate commercial commodity. Athletics bring their own rewards and it is not necessary to accept the sop of commercialism. The present tendency is for athletics to draw away from the school, to the detriment of the school. Dr. Morehouse urges careful consideration of the present trend by directors of physical education, advice which I believe they should take to heart.

Dr. Florence Bamberger spoke Friday morning on "The Place of Physical Education in Building Up a Wholesome Personality." "Children should be made to desire and appreciate those mores and group customs which we have set up. Not only knowledge is at the bottom of what we do, but very much emotion, and mostly habit. The only information that is valid is that which comes from generalization by the children from their own experience. Children make their own laws and principles. Children should make the program for the day. The child and the teacher should decide upon the temperature and upon all other things, such as light and ventilation, poster work, book work. The generalization consists of thinking the thing through, swinging authority from the outside to the inside. Each child must set up for himself certain mores. The teacher is merely a help and a guide. It is scarcely possible for us women to see how any number of men can get excited from watching mannikins moving about on a scoreboard such as is done to illustrate baseball games."

"The Possibilities of Research in Physical Education" by F. B. Knight, Associate Professor of Physical Education, University of Iowa, was an interesting paper on research.

"Research raises doubts about many things that educators, particularly physi-

cal educators, have laid claim to." Some illustrations were given.

"Two thousand pupils who had taken part in various physical activities were placed opposite two thousand who had not this training, in a test on character values obtained from physical education. For six years two thousand had been exposed to various types of physical activities, while the others had not. Both groups had the same I. Q. At the end of six years, thirty-six character tests were given. The physical education group scored 141.8. The other group scored 141.8. If this training does contribute toward character growth it is so subtle that no one can find it when looking for it. Research made as to the permanence of health habits established, in which a group of sixty thousand men over forty years of age were studied, half of which had been exposed to twelve years of health and physical education, while the other half had not followed these activities, gave the following results: The thirty thousand exposed to P. E. ate too much at forty. The other group of thirty thousand also ate too much at forty. Twenty thousand of the P. E. group played thirty-six holes of golf every week, averaging eighty-eight strokes. Twenty thousand of the Non-P. E. group also played thirty-six holes of golf and made a round in eighty-seven strokes. Twenty-five thousand of the P. E. group smoked cigarettes and the same number of the other group did the same. Twelve thousand of the P. E. Group read Physical Culture magazines, as did the same number of the other group.

"Very frequently the objectives of physical education are principally hopes and desires. Many of them are unattainable. One should have hopes and wishes, but few and simple objectives that one knows one can attain. Many

objectives and aims are ruined by the cold, unfeeling facts of research."

E. R.

PERSONALS.

A daughter arrived at the home of Charles Smidl '18, on February 12.

Elsa Hein Shafer '13 will again be dean of women at the Harvard summer school.

Rudolph Schmidt '24 has been appointed assistant at Austin High School in Chicago.

The arrival of a boy on April 2, is announced by John C. Kieffer '20 in Philadelphia.

Georgia Renwick '26 is director of recreational activities in the Y. W. C. A. of Warren, Pa.

Mrs. Elsa Stange Schmitt, '17, and her two daughters are visiting in her home city, Meriden, Conn.

Martha Gable, '26, has been appointed to teach in the Harding Junior High School in Philadelphia.

A baby boy arrived May 9 in the home of Robert Pegel and Eva Mohler Pegel, both of the class of '25.

Elsie E. Greene '21 has been appointed physical director for women at the Los Angeles Athletic Club.

On Thanksgiving day, Lavina Stoeber '19 became Mrs. Robert C. Bond; she is at home in Rochester, N. Y.

Classmates of Wilna Hermes '15 will be sorry to hear that her father, Frank Hermes, died March 6 in Dayton.

Because she arrived on St. Patrick's day, the little daughter of Lillie Gally Rice, '16, has been named Patricia.

Edna Blumenthal '23 has returned to her home city, St. Louis, and is teaching in the school for crippled children.

Randall Young will teach physical education and swimming at Camp Penn Loch, Interlochen, Mich., this summer.

After months of serious illness, John Schwarz '13 is hopeful of recovery. He is at the Jewish Hospital in Cincinnati.

Watching his son grow up is teaching Clarence Porter '24 more child psychology than he got from Dr. Richardson, so he says.

George Mueller '17 has completed his medical course at Rush Medical College in Chicago and is now serving his internship year.

Otto (Pop) Steffen '13 and Peggy Wood '24 gave an interesting demonstration with their classes in Buffalo some weeks ago.

Bernice Lorber '25 has charge of physical education at Hillsdale (Mich.) College and is also completing there her work for a degree.

Florence Kennedy, '23, has done much to lead her school in Philadelphia to the front by her splendid organization of after-school sports.

William Reichelt, '17, has been appointed head of the department of physical education in the new Gratz Senior High School in Philadelphia.

The marriage of Evalyn M. Williams '23 to Charles R. Westmoreland took place in Kansas City, March 1. Grace McLeish '22 was one of her attendants.

To the regret of the school officials, Lee Cannon '20 has resigned from the position of head of physical education department of the Redondo, Cal., high school, to go into business.

A successful midwinter "Turnfest" was given by the Western New York district of the A. G. U. in Syracuse. Fritz Nicke had charge of the program while Paul Krimmel '17 headed the executive committee.

Examinations for certificates to teach in the Chicago schools, will be held June 27-29. Applications must be filed not later than June 11. High school teachers of physical education (men only), junior

high school teachers and elementary teachers of the subject are wanted. This is the first time in years that the examinations include women for junior high school positions.

Three more Normal College girls have entered the state of matrimony recently. Gertrude Law '18 is now Mrs. G. Harold; Louise Stover '21 has changed her name to Mrs. W. M. Riffle, and Alice Huth '24 is now called Mrs. W. C. Krumbein.

Living in the woods for some years, Herman Waizenegger '12 has regained his health and is now teaching in the Mayville, Wis., Turnverein. Notwithstanding the fact that no classes were conducted there for years, Herman has over 120 pupils.

Minna Pritzlaff, '21, of Bennett High School, in Buffalo, is quite ill at her home in Springfield, Mass. She left Buffalo several weeks before spring vacation and has not yet returned. Eunice Albright Kalbfleisch, '19, is substituting for her.

Eugene Hofmeister, '13, William Zabel, '12, and Albert Haas, '16, motored to St. Louis during spring vacation. They stopped off at Indianapolis for a day. The return trip was completed by traction car from Ripley, N. Y., as Al's car refused to go further.

Arthur J. Ullrich '07 is now physical director of the Denver Athletic Club and also of the Highlander Boys. In addition, he broadcasts a series of exercises every morning over KFEL. In a recent issue of Colo-Radio he received splendid mention and wrote an article of 1½ pages on proper exercising.

Spring vacation in some cities came a week or two after the Normal College vacation. A number of Alumni made use of the opportunity to visit the College. Among those who observed the work of the classes, were several Buffalo boys, Eugene Hofmeister, Albert Haas,

William Zabel, Raymond Ping, Carl Baumann and Louis Montgomery; also Ray Strain of Niagara Falls. Ruth Hertzell and Thelma Burnett, the latter of Syracuse, were also with us. Later, August Pritzlaff and wife (Helen Schmitz) spent several days at the College.

Her third year as supervisor of physical education in the elementary schools of Orlando, Fla., finds Florence Johnson Browning '17 more interested in the work than ever. She has seven schools with over 4,000 children to look after. In the Orlando high school, Agnes McConnell '21 has charge of the work.

Thelma Burnett '25 is keeping busy in the Y. W. C. A. at Syracuse, N. Y. She attended a four months' course in the Roosevelt sanatorium at Warm Springs, Ga., where physio-therapy courses are given, and she specialized on the after-treatment of infantile paralysis. Treatment in such cases is now being given in the Y. W. C. A., and swimming has found to be one of the best means for helping these patients. Swimming has been taken up by hundreds of girls under Miss Burnett's direction. At Christmas she had charge of a water pageant that was very successful.

THE NATIONAL PHYSICAL EDUCATION SERVICE.

By James E. Rogers, Director.

To help to guarantee to every boy and girl, young and old, a chance for a healthy, active, and interesting life, is the purpose of the National Physical Education Service. This it hopes to do through the promotion of periodic physical inspections and examinations, through personal and community hygiene, through hobbies, games, and sports,

through corrective gymnastics, exercises, efficiency tests, and athletics.

Since 1918 this national service has been active throughout the country in pushing State legislation for physical education. This has been a long, hard, and costly task, but results have justified the effort and money. In 1918, when the service was established, only 11 States had physical education laws, and some of these were inoperative and insufficient. By 1926, largely through the field workers of this service, 33 States had passed laws establishing state-wide physical educational laws and systems. Twenty-eight States had worked out balanced programs and had published State manuals of instructions. Sixteen States had secured State directors of physical education with appropriations.

The World War caused the formation of this national service. The percentage of physical defects in both school children and young men drafted for military and naval forces so startled and shocked the country, that in 1918 national leaders in health and education met at Washington at the call of the United States Commissioner of Education to discuss educational and legislative methods for developing more adequate physical education of the country. As a result of this meeting a national committee on physical education was formed to carry out the recommendations of the larger group. At the request of the committee the Playground and Recreation Association of America in 1918 established the National Physical Education Service which has for the past eight years carried on a most active educational and legislative campaign for National and State legislation for the school children of the country.

The function of this national service is as follows: To secure adequate State legislation requiring physical education in the schools; to strengthen and to im-

prove existing laws; to secure State departments of physical education, with a State director and adequate staff; to secure adequate appropriations and increased budget support; to improve the quality and character of work through a clearing house of information between the States; to bring the message of physical education to the public through speaking, radio, educational publicity, and other practical ways; to help improve the status of the profession of physical education in the field of education; and to work through national physical educators and organizations.

The need for physical education as part of our school system should be most apparent but unfortunately it is not. We seem to forget that 40 per cent of the adults, men and women, have physical defects, many of which could have been remedied with a proper physical education program. Over 60 per cent of the school children have physical defects which can be wiped out through physical inspection, hygiene, exercise, and physical training. A physically fit person is more likely to be efficient, happy, and useful. A physically fit nation is better prepared to meet any emergency either from within or without.

A physical education program means health, personal and national vitality, and a better citizenship. Physical education is not merely building big muscles and bodily strength. It does this and more. It is the training for bodily and mental health through periodic physical examination, personal hygiene, and a rational program of active play and exercise. Health, cleanliness, poise, rhythm, vitality, and mental alertness are all objectives of the true physical educational program. Such a program includes physical fitness tests that measure organic growth and development. It means poise as well as strength. It encourages

mass competition so that all may enjoy the joys of active sport. It means periodic physical inspection and examinations to discover and correct remediable defects. It helps in posture and health service. It believes in recreational opportunities for the industrial worker. It promotes recreation for adults and play for children.

Physical education is health education. It is recreation. It is hygiene. It is education in the truest sense. "Mens sana in corpore sano" is as needful today as yesterday. Under present industrial conditions of living and work it is more necessary than in the past that our children be guaranteed the opportunity for physical activity and exercise. The frontier has disappeared; chores and errands have gone; we live in an age that deprives the average boy and girl and adult of the joys of the great out of doors. The old tasks and pastimes of the home and the shop have disappeared. Man must find means to develop his organic vitality and health outside.

Physical education programs promote the real lessons of education. Such programs promote behavior, and behavior is the end of education. Through sports and games children develop good sportsmanship and this means character building in a real sense. On the play field with the team, the boy and girl are stimulated to practice the lessons of control, poise, and good behavior. They learn to smile in defeat, to be generous in victory, to follow the leader, and to hold the line with courage and not to give in, and to fight hard—such are the lessons of life. They are as real as the geography lessons and they carry over into life, for it is such qualities that are demanded of us all as we go through life. These lessons can not be taught nor preached; they must be put into active practice in the thick of the game—the game of life.