

Alumni Bulletin

Vol. XIV

Indianapolis, Indiana, May, 1931

No. 3

CABINS COMPLETED

Camp Brosius Contributions Very Satisfactory

When this issue of the Alumni Bulletin reaches the readers, twenty-two cabins will have been built at Camp Brosius to take the place of the tents in which the students were housed heretofore. The appeal of the Normal College Board of Trustees for donations that would enable the Board to erect these cabins, met with enthusiastic response by Alumni as well as Turners, and sufficient contributions have been received to pay for twenty-two cabins.

The Alumni in several of the larger cities have donated very freely, but contributions from others have not been as numerous as we expected. There is still time for every one to do his bit for Camp Brosius. If the cabin fund should be over-subscribed the additional funds will be used for the beautification of the camp, especially the planting of trees and shrubs.

Philadelphia Alumni Association was the first to send its check for the Camp Brosius cabin fund; it was five dollars above the quota of \$200. Next came the St. Louis Association with \$10.00 more than promised and Dr. Hofmeister who so kindly handled the collection, states that another ten dollars may be given later. Then Buffalo sent over half of its subscription with the promise to double that before the campaign is over. Likewise Cincinnati sent over one-half of its quota, Dr. Knoch having received

\$120.00 from the men while Lena Suter in charge of the collections from the women, has not yet reported. Chicago was slow in starting, but Messrs. Pritzlaff, Harz and Gilson worked for the good cause and the Chicago Alumni have nearly filled their quota. Syracuse Alumni, not quite as numerous as those in the other cities, have promised an average of \$5.00 for each of the thirty members.

Turners all over the country have also contributed generously; in several instances checks for \$200 came to the College office unsolicited. The members of the National Executive Committee of the Turnerbund have jointly given \$200 and at least two of the districts of the American Gymnastic Union, Pittsburgh and Indiana, are certain to contribute \$200. A happy surprise was the donation of \$200 by the Women's Auxiliary of the Upper Mississippi District. The complete list of contributors as available now, is appended.

Philadelphia Alumni ----- \$ 205.00

Contributors:

G. Wm. Mueller
Martha Gable
Nellie Passant
Marion Dadecker
Arlington Evans
Emil Preiss
Florence Kennedy Bergemeister
Fred Foertsch
William A. Stecher
Dr. H. Armin Stecher
Joseph Schweitzer
Louise Debus Reichelt
William Reichelt
Elizabeth Holtzhauser
Russell Schott
Emma Ellis Angermann

St. Louis Alumni	210.00	A. F. Linde	5.00
Contributors:		David Gregg	2.00
Ralph Ballin	5.00	Albert F. Landwehr	2.00
Otto E. Boettger	5.00	Lewis Bockholt	2.00
Emile Buchman		Dr. Jacob Rettich	2.00
(Belleville)	5.00	Edward Krueck	5.00
Walter Eberhardt	5.00	Anonymous	5.00
Otto Eckl	10.00	Dr. A. A. Knoch	25.00
Oscar Fager	5.00	W. K. Streit	25.00
William Gerber	5.00	Chicago Alumni	173.70
Dr. Max P. Grueb	5.00	Contributors:	
Lelia Guenther	5.00	Henry Suder	10.00
Ella Haeseler	5.00	Lenore Suder	10.00
Martha Hehrlein	5.00	Eva Mohler Pegel	5.00
Arthur Hermann		Hazel Gronemann	5.00
(Belleville)	5.00	Erma Thorup	5.00
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Louis Kittlaus	10.00	Margaret Greiner	5.00
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Dr. Otto Koenig	5.00	Ethel Emrich Claussen	5.00
Selma Krumeich	10.00	Theresa Pfeiffer	
Hans Lehrmann	5.00	Wuehrmann	5.00
Julia Lindenschmit	5.00	Harriet Schrader Harz	5.00
Walther Lorenzen	5.00	Helen Schmitz Pritzlaff	5.00
Albert Nathan	5.00	Emil Rothe	5.00
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Roland Neumann	5.00	Emil Hocke	5.00
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Fred Voss	5.00	Wm. G. Gilson	5.00
Alfred Wyman (not an		Charles Smidl	5.00
Alumnus of Normal		William Heiland	5.00
College)	5.00	F. L. Jahn	1.00
Buffalo Alumni	145.00	Carl Knapp	3.00
Cincinnati Alumni	120.00	George Wallenta	2.00
Contributors:		Wm. Ruzicka	5.00
Dr. Robert Nohr	10.00	Alfred O. Diete	5.00
Ernst Thoma	2.00	Balance in Treasury	2.70
Harry Struck	5.00	Indianapolis Alumni	70.00
William Beyer	1.00	Contributors:	
William Bischoff	5.00	George Vonnegut	10.00
Carl Varrelmann	3.00	Dr. Wm. A. Ocker	10.00
Albert Hensel	2.00	Mable Loehr	10.00
Arthur Reisner	2.00	Lilly Gally Rice	10.00
Arch McCartney	5.00	Leo Rosasco	5.00
Louis A. Roth	5.00	Clara Ledig Hester	10.00
Ray Wirth	3.00	Kate R. Steichmann	10.00
Clifford Baum	3.00	Elizabeth Rath Hente	5.00
Henry Haeberle	1.00		

Contributions from other Alumni

Dr. T. Sigel, Detroit	6.00
Hugo Thomas, Johnstown	5.00
Frank J. Gales, St. Paul	10.00
F. J. Lipovetz, La Crosse	5.00
O. C. Mauthe, Corvallis, Ore.	10.00
John Goos, Green Bay	5.00
Edwin P. Koenig, Boston	5.00
Emma Sollberger, Jacksonville, Ill.	5.00
Gerhard Havekotte, Ben Avon, Pa.	10.00
Carl J. Rothfuss, St. Paul	10.00
Gertrude M. Kern, Dayton	5.00
Fred H. Wiebesiek, Elizabeth	5.00
Arthur Boehm, Schenectady	5.00
Christ Wuest, Jr., East Orange	5.00
Arpad L. Masley, Madison	5.00
Gladys Griffith, Monessen	5.00
Virginia Fessler, Dallas	5.00
Laura Rosengarth, McKeesport	5.00
Hans Ballin, St. Louis	5.00
Christ Eberhard, Boston	10.00
Clara Simon, Baltimore	10.00
Otto A. Wurl, Council Bluffs	2.00
Karl Bauer, Cleveland	5.00
Lydia Wolff, Milwaukee	10.00
Robert H. Wolfe, Altoona	5.00
Donald Blanchard, Cleveland	2.00
Martha C. Schneider, Louisville	5.00

Total from Alumni to May 6 \$1,088.70

Donations from other sources are as follows:

Dr. and Mrs. Rudolf Hofmeister, St. Louis	\$ 200.00
Theodore Ahrens, New York	200.00
Leo M. Rappaport, Indianapolis	200.00
Julius Strass, Chicago	200.00
Mrs. Minna Waltenberger, Louisville	200.00
Mrs. Frances Metzger, Indianapolis	200.00
Emil Pinkert, Kansas City	200.00
Henry Braun, Guthrie, Okla.	100.00
Charles L. Roos, Los Angeles	100.00
Theodore Stempf, Indianapolis	100.00
Members of National Executive Committee, American Turnerbund, Pittsburgh	200.00
Women's Auxiliary, Upper Mis-	

Mississippi District, American Turnerbund	200.00
Syracuse, N. Y., Turnverein	200.00
Social Turnverein, Cleveland, O.	200.00

\$2,500.00

Total from Alumni, as reported above 1,088.70

Grand Total up to May 7, 1931 \$3,588.70

IN MEMORIAM

Two members of the class of 1877 have died: Carl Heydweiller of Rochester, N. Y., and Anton Leibold of Columbus, Ohio.

Carl Heydweiller was born in 1848 in Germany. After attending the Normal School in Milwaukee, he taught in several Turnvereins and went to the Rochester Turnverein in 1880. There he remained, but in 1897 he moved to a farm near Rochester. He died July 10, 1930. Mr. Heydweiller was known as a staunch atheist and always ready to defend his ideas. A Presbyterian minister spoke at his funeral, but made it plain that the deceased did not believe in a hereafter and did not subscribe to the tenets of any religion and that he held these views until his end. This action of the minister caused quite a discussion in the Rochester papers.

Anton Leibold also came from Germany where he was born in 1850, but moved with his parents to New Ulm, Minn., the newly founded Turner colony, when he was a small child. After completing the course in the Turnlehrerseminar, he taught in several societies and for twenty-five years he was Supervisor of Physical Education in the Columbus, Ohio, public schools. Then he lived in Florida, but at the time of his death, February 3, he had returned to Columbus.

As we grow older there is a tendency for us to lose our enthusiasm for things which appeal to children.

SUMMER SESSION

Interesting Program and Profitable Courses

Dr. William Reitz who will give courses in Philosophy of Education and Comparative Psychology at Camp Brosius during the summer session from June 29 to August 1, received his Doctor's degree in Education, with a strong minor in Psychology-Philosophy, at the University of Wisconsin and has had charge of that institution's Bureau of Educational Research for the last two years. The university authorities wrote of him: "He is considered one of the most brilliant men ever to receive a Doctor's degree in Education."

The Normal College is indeed fortunate in having been able to interest Dr. Reitz in our summer session. This year's program containing as it does, the above mentioned courses and the Wigman dancing course beside Mr. Emil Rinsch's two courses, should prove highly interesting to Alumni as well as other summer students.

Graduate Courses

Attention of graduates is particularly called to the beginning of a distinctly new policy of the Normal College in arranging summer courses for those with the Bachelor degree in Physical Education. Both of the courses given by Dr. Reitz will carry credit toward the Master degree. So may those given by Mr. Rinsch in Health Education and Mental Hygiene by making special arrangements. The Health Education course should be taken by all graduates who left the College before Mr. Rinsch came to us to organize this course so extremely valuable to all physical educators. After giving this course three years in succession, Mr. Rinsch has gathered much excellent material and is able to offer students good advice.

During the last three years, the College has probably awarded the Bachelor degree to more graduates than during the entire previous period of its existence. This fact proves the need of acquiring a degree in order to secure the better positions. And now, the Bachelor degree is no longer sufficient for this purpose, the Master degree being required in the larger cities and in the Colleges and Universities. The sooner our people realize this and start to work for the Master degree, the better it will be for them. A special pamphlet telling our graduates how to proceed in order to receive this degree, will be sent to any one upon request.

Wigman Dancing

The course arousing more interest than any other this year, is that in Wigman Dancing to be given by Miss Lies Fox, director of the Wigman school in Munich. All who so far have registered for the summer session, have enrolled for this work. In letters, in the February Alumni Bulletin, and in the program of the summer session mailed about a month ago, you have been told of this new type of dancing developed by Mary Wigman. However, it may be well to call attention to it again, especially with this in mind that you tell other teachers of physical education whom we are unable to reach in another manner.

Wigman Dancing is a new and immensely interesting type of work giving the pupil the preparation and the means for creative self-expression. It is valuable in any modern system of physical education for the pupil of high school and higher age. It is so different in many ways from anything seen heretofore, and it offers such vast possibilities that all physical educators should become familiar with it.

New Cabins

Other courses to be given this summer, each one valuable and interesting, are

those in Physical Education for the Elementary School and the High School, given by Mr. Rath; in Elementary and Advanced Tap Dancing by Mrs. Hester, and in Swimming and Diving, including Red Cross Life Saving Methods and Tests, by Mr. Heeschen.

Living quarters in the camp have been changed as you know, and we now have instead of the tents, solid and firm cabins that will not only make the "tenting" more agreeable but also enhance the beauty of the grounds.

The stage is set for an interesting and profitable summer session; it remains for the Alumni and others to register as early as possible.

COMMENCEMENT

Graduating exercises will be held this year on Thursday, May 28. As has been customary the past years, a dinner will be tendered the graduates at noon, by the Alumni Association. This will be followed by a demonstration in the afternoon, and commencement held in the evening. The speaker of the evening is Mr. Paul C. Stetson, the new Indianapolis superintendent of schools; Mr. Richard Barrick is valedictorian. Degrees and diplomas will be awarded by Mr. George Vonnegut, president of the Board of Trustees.

Eleven members of the Senior class will receive the degree, and there are in addition nine candidates for the degree who completed part of the requirements in absence. Twenty-two students will get the diploma of the three-year course.

A tournament is a gathering of boys for the mutual enjoyment of games and not for the crowning of a king.

F. R. ROGERS.

Don't use boys to win games but use games to win boys. F. R. ROGERS.

ATHLETICS IN KENTUCKY COLLEGES

The United Faculties of the following Kentucky colleges, Centre College, Georgetown College, Kentucky Wesleyan College and Transylvania College, at their regular joint quarterly meeting on February 7, passed the following resolution by unanimous vote:

The four church colleges of Central Kentucky note with the greatest interest and approval the diminishing emphasis on college football and the recognition that all college sports are to be supported only as they minister to the physical, mental and spiritual well-being of the students. One of our colleges (Kentucky Wesleyan) has abolished football. The other three colleges have joined in an effort to prevent football from drawing too heavily on the resources of the colleges and absorbing too much of student time and interest.

We believe that all phases of commercialism connected with college sports must be eliminated. We believe that the football season should be restricted to a period from the opening of college to about Thanksgiving Day. We believe that early fall and spring practice must be abolished. We believe that coaches' salaries must be brought in line with faculty salaries. We recognize the difficulties of small colleges attempting to remedy athletic abuses without the aid of the great universities. We therefore call on the larger institutions of the country to lead in such a movement that will secure for intercollegiate athletics the fine amateur sportsmanship and educational values that are possible, and will eliminate commercialism, professionalism and outside amusement influences that have largely taken charge of the athletic policies of the schools and colleges of America.

BOOK REVIEWS

"The Position of the Feet, a Contribution to the Historical Development of Formalizing Human Locomotion" by Dr. Karl Gaulhofer. Printed by Gebrüder Müller'sche Buchdruckerei, Kassel; copyright 1930 by Rudolph'sche Verlagsanstalt, Kassel, Germany.

This monograph is the first of a series of "publications of the Scientific Society for Physical Education" of which Dr. Karl Gaulhofer and Dr. Walter Schnell are the publishers. It endeavors to discover by historical investigation the cause of our present method of standing, with the feet turned outward, and the rigid, straight line movements and positions peculiar to the Swedish and German free exercises of the past. Dr. Gaulhofer is the Austrian Supervisor of Physical Education and author of "Schulturnen" published in 1924 which is an exemplification of what Gaulhofer calls natural gymnastics (natürliches Turnen).

The book is divided into seven parts. The first deals with questions as to what may be the cause of the formalized movements and positions, particularly prevalent in the Swedish and German gymnastics. The second deals with positions used by the early warrior; the third with the positions used by the fencer; the fourth with the dancer; the fifth with those of the gymnasts, particularly the Turners of Germany; the sixth with the position of the foot as it occurs in medical literature and from the point of view of the orthopedists and anthropologists; and, finally, there is a chapter devoted to conclusions.

Dr. Gaulhofer has gone to unusual sources for his information and thoroughly delved into the literature pertaining to the above chapters. He found that the position of the feet depended very much upon the activity involved. Tracing the developing of the angle posi-

tion from its earliest appearance in literature, as far back as the 13th Century, to the present day, he followed it through the development of early warriors; the era of foot-fighters with their straddle stand; the period of the Renaissance with its drill of soldiers, their rigid position, and the 90° angle of their feet.

The historical development of fencing and modern military organization contributes similar knowledge. The common rough and vigorous practice of fencing was formalized and used in society as a graceful and artistic procedure, losing much of its purposefulness. A similar change took place in dancing. The vigorous natural body movements occurring in the folk dances of the people are adopted by higher society in a formalized manner for ball room purposes. In his discussion of dancing he carries the reader through the interesting development of human locomotion from the natural to the extremely formalized five positions that predominate in dancing. There is an intimate relation between the social custom of the time and the manner of dancing.

It is difficult to understand why, for over a hundred years, the teachers of bodily exercises should have accepted these foot positions which were developed by advocates of fencing, dancing, and military practice. In general activities, such as sports and games, formalized positions are contrary to the purpose involved and therefore have never gained headway. Sports and games are not a matter of appearance, they are more a matter of achievement and record. Exceptions are diving, skating, and ski jumping, in which the style or manner of performance is important.

In the part devoted to "foot positions in medical literature", many of the opinions expressed and descriptions of positions of standing seem to be a physi-

ological justification of the prevailing custom. Some orthopedists as well as anthropologists of the time are not in accord with this procedure.

To determine what is natural, it is desirous to understand the historical development of foot and body positions in the customs of the people and the confusion that so-called fashions produce. Correct biological position should be checked against these fashions. One must differentiate between a "fashion" position and a natural position.

In his conclusion Gaulhofer enumerates a number of positions and makes some classification as to their purposefulness and as to their significance. Art has always supplied objectors to the accepted angle-position of the feet. The military people of today are not dictating our stand or walk. Dress also has always been an important factor in the daily habits of posture. Gaulhofer reminds us of the styles of 1890 as compared with those of 1930. Any effort to base the reasons for positions of the body upon social, military, and dancing customs narrows the conception of it. There should be no formalized standing position in physical education. The fact that fashion today dictates parallel position of the feet does not justify its use. Physical education adopts it because it is biologically correct, because it is purposeful and natural.

There is no index to the book. It is profusely illustrated, showing the position of the various activities in their historical development. The book has a table of contents and a bibliography given in footnotes.

While this study leaves many questions pertaining to formalized movements in Physical Education unsettled (e. g. formalized apparatus work, dancing, diving, etc., etc.) it does give sound reasons for the parallel position of the feet in standing and in locomotion.

E. R.

DEAN RATH IN CINCINNATI.

The Bulletin of the Cincinnati physical education department says:

Emil Rath gave a very interesting and instructive presentation of his "poly-rhythmic gymnastics." The large group of teachers filled Woodward gymnasium, eagerly listened to an explanation of rhythm and its various forms of manifestation, and then decided to "learn by doing". Judging from the number of aches and pains the next day we are led to believe that even teachers of physical education have muscle groups which are used infrequently.

Mr. Rath said in part: "Human beings sense the lack of the rhythmic element in their lives and instinctively adopt defensive and protective measures against the harmful influence. So-called jazz, with its simple primitive rhythm and its clanging sound, is not a progressive achievement of our machine age, as is claimed, but rather an atavistic expression, and an antidote to counteract its mechanical meter. Dancing in this rhythm is closely related to the dances of primitive people. The tremendous popularity of sport and its huge spectacles, though educationally unsound as now conducted, is due to the opportunities given crowds of people to spontaneously and freely express their feelings. These people have fled from the monotony of their machine-like existence, which suppresses all self-expression and obliterates individuality. Poly-rhythmic gymnastics give abandon and rhythm and permit the freedom of expression in our daily occupation and therefore compensate us for the loss. They do not and should not take the place of games, athletics, tumbling and stunts on and off the apparatus; nor of swimming and hiking, but they make a valuable substitute for the obsolete type of free exercises.

ALUMNI BULLETIN

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(School and Society.)

ACADEMIC FREEDOM FOR HIGH-SCHOOL TEACHERS

Dr. Edward Alsworth Ross, chairman of the department of sociology and anthropology at the University of Wisconsin, author of more than a score of scholarly books, and a very considerable number of other writings, sounded a key-note in Los Angeles which ought to reverberate across the United States, until all high-school teachers have heard the warning it contained. It was concerning the persistent drive which is sweeping this country to throttle free speech and the open mind in the classrooms of the secondary schools of America.

Mr. Ross began by reciting the (essential) steps by which the college professors have won for themselves a modicum of academic freedom and consequent respect through a strong organization with a good committee on tenure and academic freedom. Through the American Association of University Professors cases where chicanery or undemocratic practices have been employed in expelling professors from a position are given a hearing before the bar of public opinion by a publication of all the facts. This has worked well for the colleges. But the doctor urges that, since the high

schools reach so many more of the ultimate citizens of the country than do the colleges, it is absolutely necessary that teaching be free from class domination. There is now a vast move on foot to dominate the instruction in social sciences in these secondary schools. One has only to recall the admitted fact that one company has thousands of paid propagandists working to prevent any unfavorable public opinion being developed regarding their control of the commodity in which they deal. Such sinister forces are attempting to intimidate school officials and to bottle up teaching to accord with the paid propaganda which is being spread broadcast through the papers, books and radio programs. The social science teachers are to be eunuchs or some species of a third sex; spineless amebic creatures. Youth is to be denied its fling at being liberal, human. Verily it must be bottled up and chloroformed; completely mummified into the form of mind which the prevailing Babbitts consider conventional. And this in freedom-loving America! And teachers who do not conform will be quietly removed from the picture under the pretense of immoral conduct or incompetency. The only remedy for the situation is in organization so that you can let the common people know that you are being hampered in your teaching the truth to children. The very last thing our good people would want to happen would be to have their children taught by tight-lipped, third-sexed non-entities such as certain forces are trying to make out of our secondary teachers today. If you want to lose all your respect just shut up and permit the powers to put a trap door under you which may be sprung at any moment that you do not continue to be a "yes-man" for the financial-political dominance of the day. The original "pedagogue" was a slave, to conduct the child to school and home again. The

name threatens to have the same significance once more.

These are, in broken form, the thoughts by which Ross sounded the alarm. Is the time not ripe now for a significant new move in education in America? The everyday classroom teachers close to the battle-front of education, too numerous to be thwarted by chicanery or threat, could do much for the enrichment of our common life and the perpetuity of freedom, should they become articulate through close organization. This great body of educators, devoted to the great task of keeping our democracy pure, might arise with the zeal akin to that of a crusader of old, and rid teaching of its terrors, unshackle the hands of administrators, and assure boards of education that they are free to run the schools for the children. Such an organization would be predicted on the general proposition that "the interests of the children are of paramount importance in education." Every move endorsed would be measured against that proposition. Such an all-embracing organization would have as its goal to be ever vigilant to see that freedom of speech is not abridged, that children may be confronted in the schoolroom by unbiased minds; by souls that are not sold. It would strive to realize a time when childhood is not broken on the wheel of industrial greed. It would work for higher human excellence in this land of equality and union, through catering to no special interest, political, economic or religious. The interests of all the children of all the people are to be the only interests to be heeded, to the end that a youth unblinded by bigotry and unstultified by toil, freed by the consideration of all sides of political, economic, social and international questions, may come into its heritage of an unspoiled democracy with some hope of being able to plan for the best interest of all in-

stead of some special interests.

BURTON ELSWORTH DAVIS.

Edison Junior High School,
Los Angeles, California.

RESULTS OF NEW COACHING PRACTICES

Most all Alumni know of the New York state regulations regarding the conduct of high school coaches keeping the coach away from the game so that the players themselves have to make quick decisions and depend largely on their captain's guidance. Alfred C. Seelbach '20, physical director and coach at Fossdick-Masten Park high school in Buffalo, writes of his experience under this new rule as follows:

My personal observation and experience with General Regulation No. 1 have made the following impressions upon my boys and myself:

1. The players must, and do, exercise their own initiative.
2. The placing of responsibility upon the entire team gives each individual player a feeling of greater interest and a satisfaction in knowing that they are a power, or have a part in the control of the team.
3. Of necessity it makes for greater individual thought and collective discussion of all phases of the sport between coach and players.
4. By the switching of captains or the removal of the captain by himself, as is done in some games, it places most of the responsibility upon the shoulders of a number of boys.
5. It develops a more friendly feeling, "comradery", mutual dependence and cooperation among the boys.

Doubtless there are some who will not accept all of these statements without qualifications, and it is conceded that the outcomes may be just opposite if the activities are not guided tactfully along

the channels that lead to the results we are after. Here is where the efficient teacher and coach can use his leadership ability, his educational ability, in fact his entire personality, to great advantage. It is admitted that differences in the teachers' abilities will be reflected in the results of this or any other policy. But I really believe that it is possible for all of us to help educate efficient captains into worthwhile leaders, an absolute necessity if we want results from our games. As a method of doing this I offer this suggestion: allow some of the players who may be possible candidates for the captaincy next year to act as captain in some of the easier games.

This rule has also aided me in these ways: it relieves me of certain direct responsibilities at the game, although we still have some control of the game in the removal of players. It provides me with a more intelligent squad with which to work, one better versed in the sports I am coaching. It was necessary for me to be absent from two games last year and two more this year, and, having trained the boys to take the responsibility, I felt freer to do this. Of course they were not the most important games of all, and I think the coach should be present at the games to observe the results of his work as demonstrated by the way the boys handle the situations that arise; but the rule gives the coach more freedom to be absent if necessary and to deputize some one to report on the game. On one occasion I turned over the practice sessions to the boys themselves for two weeks while I was engaged in other work. I detailed the work to the captain and one or two of the older boys and they carried it out very efficiently.

It has also made me put in a great amount of time with the boys individually in discussions about the sport at hand, which resulted in more intimate

relations with the boys and a better knowledge of each individual's capacity and needs, thus improving the situation educationally. It has forced me to try to wield influence in a more indirect way to keep the entire squad working effectively. By this I mean it leads to more private and individual criticism at all times, for I realize I must train them to be resourceful during the game.

While our chief aim is to conduct our athletics in a way that will be of greatest benefit to the boys on the squad and we do not place great emphasis on having teams that can defeat all others, our teams have been very successful in both local and state meets. We feel that the regulation giving the players more freedom and responsibility makes a decided improvement in school sports as such and in their value to the players.

(School and Society)

INTRAMURAL SPORTS FOR COLLEGE PROFESSORS

In 1915 the University of Oregon faculty became so wrought up over the abuses of intercollegiate athletics and the neglect of games and sports for students, other than athletes, that it seriously considered the abolition of intercollegiate athletics. A faculty committee after many stormy meetings agreed upon a report in which it recommended several drastic reforms for us and our neighbors in the Pacific Northwest. The report was adopted and most of the recommendations were accepted by the Pacific Northwest and the Pacific Coast conferences.

The first section of the report recommends: "That the University of Oregon continue intercollegiate and intramural sports. For the latter, provision shall be made sufficient to permit every student to take daily exercise in his favorite branch of sport."

The president appointed immediately a committee on intramural sports. The core of its report was a strong emphasis on the urgent need of intramural sports. It urged the university: (1) To provide an incentive and an opportunity for every student to secure at least one hour's physical activity daily as a balance to the sedentary demands of university life; (2) to conserve the social and moral values of games and sports, and to secure to every student the fullest opportunity for their practice; (3) to develop the habit of exercise and provide adequate facilities for games and sports.

The committee at once proceeded to secure a golf course, additional tennis courts, a permanent baseball diamond and an addition to the women's gymnasium.

Later in 1920 a school of physical education was formed, wholly in sympathy with the purposes outlined. It continued the work of the committee and has done an admirable work for student intramural sports, which is outside the scope of this article.

The committee then proceeded to interest the faculty in sports and games and secure facilities for them. None had been provided up till this time, and apparently many thought that the faculty had no need for such things. By dint of continuous pressing of faculty needs, they were given some recognition. Two tennis courts were reserved for the faculty during certain hours. Space was provided for faculty volley ball and handball from four to six p. m. The committee appointed faculty leaders for the various sports, who interested more and more of the group and carried on tournaments in handball, volley ball, tennis and golf.

The movement has grown steadily until a large part of the faculty have formed the recreational habit; and, according to many observers, a larger pro-

portion of the Oregon faculty engage in games and sports than in any other institution of their acquaintance.

A short time ago the committee sent out to the faculty and administration a questionnaire asking them to designate the games and sports in which they engage in the course of the year. The replies showed a surprisingly widespread interest. The tabulation is as follows: Hiking, 96; automobiling, 86; swimming, 72; tennis, 69; golf, 64; handball, 61; gardening, 47; volley ball, 34; horseback riding, 29; basket-ball, 23; skiing, 20; aviation, 5.

And in addition the following sports—unlisted: Fishing, 12; dancing, 10; hunting, 4; baseball, 3; wood-chopping, 2; camping, 2; track, 2; boating, 1; fencing, 1; tumbling, 1; tennaquoits, 1; ice-skating, 1; sketching, 1.

The writer, who has served continuously as the chairman of the committee, believes that the promotion of intramural sports among faculty and administration has added greatly to the pleasure, health, and efficiency of all.

Further, he believes that every institution should have a standing committee on intramural sports to stimulate systematically recreational interests among its members and provide facilities for them. Physical efficiency on the part of faculty and administration will yield returns in intellectual and other values out of all proportion to the cost and effort involved in securing it.

EDGAR E. DeCOU.

University of Oregon.

Dancing is for the benefit of the child and not to entertain the parent. The rhythmic impulse must have an outlet in physical activity.

DOROTHY LA SALLE.

There is not over emphasis but insufficient emphasis on athletics for all.

STUDENT ACTIVITIES

All-Student Association

A few more weeks and then all will be over as far as the Seniors and Juniors are concerned. The last thing on their program will be the Farewell Dance sponsored by the Association on the night of graduation. This will climax our social activities of the year.

To date all of our dances have been successful and the "farewell" will be the best of all.

We are taking this opportunity to notify the students that new officers for the Association are to be elected this month. We hope that they will work as hard as their predecessors in making the Association function.

A. E. K.

* * *

Seniors

With three weeks to go, the senior class is putting forth its best efforts in order to make a grand finish. Extension classes, term reports, psychology reports, a series of quizzes, reviewing and perfecting floor work, with these plus preparation for final exams, of course, we have nothing to do; ask any senior. When we receive our degree on May 28, we will hold in our hands proof of our four years of effort. It is not the finish, but only the beginning. We will then face the world; it will be up to us to show what we can do with our training. Seniors, forward—march.

MARY LEE FRANCIS.

* * *

Juniors

The Junior Class looks forward to the end of the school year with sadness mingled with gladness. The sadness is caused by thoughts of leaving friends and the ever present thought of not going to Camp Brosius this June.

Not to be outdone by previous Junior Classes, we had a splendid banquet at the Hotel Antlers. Among the celebrities

present at this happy affair were Mr. and Mrs. E. Rath, Mr. and Mrs. C. L. Hester, Mrs. Anna C. Smith, the Dormitory Matron, and representatives from the Senior, Sophomore, and Freshman Classes, namely, Miss Kathryn Thompson, Miss Josephine Gronis, and Miss Agnes Rapp.

We are looking forward to graduation and also final exams. The Junior Class, this year, will wear Cap and Gown apparel a tone lighter than that of the Senior Class.

Our gift to the school is a Sphygmomanometer. This instrument will be of practical value to the future students of Physical Diagnosis and at all times useful in Cardio-vascular tests.

We hope to live up to our Class Motto, "If it can't be done, we can do it." Good luck to all the old "grads" of Normal and every undergraduate.

AUF WIEDERSEHEN.

* * *

Sophomores

Hello Everybody! The Sophomores spent a busy month working on a pageant, "The Four Winds", given on Friday night, April 24. The enthusiasm with which it met was due to the untiring efforts of Mrs. Hester, Mr. Flanegin, and others whom we wish to thank now for their cooperation.

Everybody is looking forward to another pleasant month at Camp Brosius, but before leaving for Wisconsin, there is one thing that mars our happiness—finals! Here's wishing you luck and a happy summer vacation. We hope to see you all back at A. G. U. next September ready to settle down to work again.

M. R. H.

* * *

Freshmen

We are still going strong after spending seven months at A. G. U. At a recent meeting of the class, colors, flower and a motto were chosen. The colors,

crimson and gray; the flower, Sweet Pea; the motto, "Rowing, not Drifting."

We are all set to face the finals and are looking forward to our Camp period. We have heard a lot of Camp Brosius and we are sure we will enjoy ourselves at the "Pride of the Normal College."

IRENE SCHREIBER.

* * *

Delta Psi Kappa

Another year almost gone, and our thoughts are beginning to turn toward Camp Brosius.

This year has been a very happy and successful one for the Psi Kaps; and we still have the biggest event of the year to look forward to—initiation—which is to be held in the Athenaeum on May 16. It will be followed by a formal dinner-dance, in honor of our new members, Anne Barnes, Constance Apostol, Bonna Pogue, and Dorothy Finske.

Now we'll wish you all a very happy vacation and say, "So long until next year."

* * *

Phi Delta Pi

We were very happy to pledge nine members of the freshmen class at an informal dinner at the Sheffield Inn. This was followed a few weeks later by a card party at the Dormitory. All seemed to enjoy the games and treats held in store for them.

Initiation was held at the Spink Arms Hotel followed by a formal dinner. May we present our new members to you? Here they are: Millie Chacona, Agnes Rapp, Beatrice Massman, Alma Hilmer, Irene Schreiber, Virginia Fox and Lillian Koenig.

A pledge party was given for the members which seemed to be a sort of trial. Severe questions brought about merry laughter.

A benefit theatre party, at the Indiana, was the next achievement of the Phi Deltas. We want to thank everyone who

helped support the project.

Our official election of officers took place May 1. We are looking forward to official installation and also our professional project.

* * *

Phi Epsilon Kappa

Greetings, once more before those dreary finals creep upon us again heralding the end of another successful school year and foreshadowing a happy month at camp for those of us who are more fortunate. (Oh, those mosquitoes that look like cigars!)

During the past few months many notable events have taken place which have kept everyone in an uproar at one time or another.

At the present time we are blessed with the presence of 17 pledges who help make life interesting for the Brothers at the "House". These men who no doubt will be Brothers before the end of school year are: Powers, Bosse (Juniors), Barnes, Dannenfeldt, Bloom, Treichler, Boardman, Klier, Martin, Lee, Bild, Lamb, Zitzman, Shurgot, Farkas, Woods, and Harold Snyder (Freshmen).

Another epoch has been reached with the passing of the old and installation of the newly elected officers.

President—Arthur Kremzier

Vice-president—Norman Kreuter

Secretary—Frederic A. Plag

Treasurer—Rudolph Schreiber

Historian-Editor—Leonard Pielmeier

Assistant Historian-Editor—John

Doerr

Guide—Randolph Mineo

Sergeant at Arms—John Nevins

With these new officers striving to reach the goal set by their predecessors we feel sure of the welfare of our organization in the future.

Once more our long awaited Annual Spring Dance has come and gone, for on Saturday night, May 2nd, the big event was held. And it is with the mem-

ories of a full moon at beautiful Municipal Gardens and weary limbs as a result that we trudged off in search of Morpheus in our well known "Cooler".

F. A. P.

PERSONALS

Marion Dadeker '30 has been teaching at William Penn High School in Philadelphia since fall.

Dr. H. Armin Stecher '14 will visit his parents, Mr. and Mrs. Wm. A. Stecher in Honolulu during May and June.

Edna G. Hoffman '23 has now charge of the girls' physical education in two of the high schools in Manchester, N. H.

Martha Gable '26 is conducting a senior high school teachers' class in advanced tap dancing in Philadelphia.

Dropping his former title of Inspector of Athletics, Emanuel Haug '93 is now Dean of the Alumni at the DeWitt Clinton high school in New York.

Over sixty teachers registered for Mr. W. A. Stecher's course in Physical Education in Elementary Schools which he is giving in the Honolulu normal school.

Dr. Leopold Zwarg's second book entitled "A Study of the History, Uses and Value of Apparatus in Physical Education", is gaining him wide recognition among physical educators.

Gus Heinemann '13 opened his class for Physical Education teachers recently, which will make a study of impressionistic free exercises. Attendance and enthusiasm were most gratifying.

Her husband, Mr. George F. Hendricks, having been appointed State Director of Health and Physical Education in Delaware, Gertrude Nicke Hendricks '20 has moved from Syracuse to Dover, Del.

The Physical Education Department of the Cincinnati Public Schools continues to bring out a very interesting News Bulletin every month. It usually consists of four sheets of legal size, mimeo-

graphed, and contains the news of the department including personal items, and also much valuable information concerning Physical Education and related subjects.

Ralph Shafer '17 will again teach all floor work and fencing and Elsa Hein Shafer '13 will again act as Dean of Women and Instructor in Apparatus Work at the Harvard Summer School of Physical Education.

Philadelphia Alumni were glad to receive a donation for the Camp Brosius cabin fund from Wm. A. Stecher in far-off Hawaii, as it shows that he still considers himself a member of the Philadelphia Alumni Association.

"Bobby" Passant '28 plans to enter the realm of married bliss. Her Roy is building an attractive stone home in Philadelphia where "Bobby" will exercise her artistic tendencies by painting bits of the interior of their love nest.

Whoever reported to the Alumni Bulletin that Dr. Carl Ziegler '86 had definitely settled in Florida, had the wrong information, for the Doctor writes that he only spends the winters in the south and is still a resident of Cincinnati.

Sending a check to bring her up to date as member of the Alumni Association, Nelle Fuller '17 (Mrs. Howard Dessert) says that she has moved from Wisconsin to Eureka, Cal., which accounts for the fact that she did not receive last year's notice.

The Cincinnati Health and Physical Education Association consisting of the members of that department in the public schools, manages to arrange and successfully carry out various programs. During May, a bowling party and an outing are scheduled, and a boat ride for June.

We should be less interested in health for health's sake and more interested in how to live. DR. J. F. WILLIAMS.

AMERICAN PHYSICAL EDUCATION
ASSOCIATION CONVENTION

As most Alumni know, the annual convention of the A. P. E. Association was held April 1-4 in Detroit in conjunction with the Mid-West Association meeting.

It probably was the most interesting convention of its kind ever held. The program was filled with interesting speakers, demonstrations, round table discussions, school visitations of such a wide variety that most people found difficulty in attending all the desirable features.

Tuesday was given over primarily to school visitation. The Detroit schools, especially the junior and senior high schools, are concerned chiefly with a physical education program devoted to the development of individual skills. To most observers, it seemed a difficult program to carry on in classes where the enrollment often numbered 225 children.

The convention proper did not begin until Wednesday afternoon when demonstrations were given by various groups. Included in this program was a demonstration by our men students, who under Mr. Rath's direction, showed polyrhythmic activities for men and boys. From the number of spectators present and the response created, we are prone to believe that they made a favorable impression. A splendid demonstration of gymnastics by a group of young Danish women followed. Unusual control and balance was the outstanding characteristic of that performance.

The convention reception was held on Wednesday evening. At this time too, the honor awards were bestowed upon those who have served many years in our profession. The Normal College can be justly proud that nine of her alumni were among those receiving this distinction, namely: Messrs. Alvin E. Kin-

dervater, William J. Kopp, Dr. Frederick W. Maroney, William Reuter, Carl L. Schrader, Henry Suder, George Wittich, August Zapp and Dr. Carl Ziegler.

The first general meeting was held Thursday morning. It is useless to try to outline the program specifically in a brief report.

One can merely cite a few of the interesting ideas which came out of the papers and discussions.

By attending the Dance Section, I discovered that the Normal College was following almost exactly the same program that the section has mapped out for the elementary school child with reference to the rhythmic work. How satisfying to find out occasionally that we may be on the right track!

The section on Women's Athletics had one paper on the "Play of Children". It can be summarized chiefly in this interesting statement: "Out of some 500 games included in various courses of studies for the primary child only one was found to have a definite carry-over value. When large numbers of children were asked which games they actually played away from school, they all answered, 'Tag'."

Thursday evening the Normal College Alums got together at the Socialer Turnverein. This was made possible through the efforts of Mr. and Mrs. Emil Pletz. It was a most enjoyable party with about fifty attending.

Following the banquet, most of the alumni attended the pageant, "More Than Machines" given by the Detroit Public Schools. This was undoubtedly the most effective pageant most of us had ever witnessed. The staging was simple but artistic. The lighting effects were unusually good and the dances excellent. The second episode was devoted chiefly to folk and national dances. These dances, as we were later told, were actually gotten from the foreigners. The

costumes were authentic folk costumes. The whole spectacle was so colorful and gay that the audience was enthusiastic. A pageant of this type sets a remarkably high standard for physical education departments in the field of exhibitions.

Friday was a repetition of Thursday with more general and sectional meetings.

Friday evening was set aside for the annual banquet of the Association. It also was a colorful spectacle. Physical educators dropped their professional attitudes and became social creatures.

On Saturday, the new officers for the Mid-West were announced. Mr. Rath, Miss Trilling, Dr. Molander were re-elected to serve for the year 1931-32.

Altogether, it was a very beneficial convention, stimulating and full of interesting contacts and discussions. It is a pity more people cannot find time to attend these conventions annually.

C. L. H.

PHYSICAL EDUCATION STANDARDS

For the high schools of Ohio, the following standards have been prescribed by the State Department of Education for the courses in Health and Physical Education:

1. Time allotment.

- A. Minimum of two regular periods per week for all grades. Total minutes per week for any pupil shall not be less than 100.

2. Certification of teachers.

- A. Part-time teachers must have at least a minor in health and physical education written in on their provisional or life certificates. This minor is recognized only if secured in an accredited training institution.

- B. Full-time or special teachers and supervisors must have completed a four-year college or university course including a major course of 40 semester hours in Health and Physical Education in institutions accredited by the State Department of Education.

3. Facilities and Equipment.

- A. All high schools equipped with a gymnasium.
- B. A minimum play space of three acres.
- C. Locker rooms and lockers of such type and quantity as to offer a safeguard of personal property and to provide sanitary and adequate dressing space for all classes.
- D. Bathing facilities (showers) in sufficient numbers for the largest classes with hot water, soap, and towels available during the school day.

4. Program.

- A. A physical examination, under the supervision of a licensed medical doctor, for all pupils at least once during the four years; and an annual examination for all pupils representing the school in interscholastic athletics.
- B. Health instruction for all pupils given at least one period per week for at least one year during the four.
- C. Any school represented by teams in interscholastic athletics a member in good standing of the Ohio High School Athletic Association.

5. Credit.

- A. Academic credit to the extent of one full credit given to all pupils as a result of the successful completion of the four year course.