

Alumni Bulletin

Vol. VII.

Indianapolis, Indiana, February, 1924.

No. 2

THE SUMMER SESSION.

A preliminary announcement to be sent out shortly, will contain the information that a new course is to be added during the summer session of the Normal College, namely, a four-year summer course leading to a diploma to be given to any one successfully completing the prescribed subjects offered during four successive summers. This is of special importance to grade teachers in public schools, association instructors, high school teachers wishing to coach, etc.,

The announcement will also contain some welcome news for our Alumni:— There will be at least five, and probably seven semester hours of work toward the Bachelor of Physical Education offered this summer. A plan has been worked out making it possible to offer more courses credited toward the Bachelor, than heretofore. The subjects include Philosophy of Education; Genetics, Adolescent Psychology, Social Psychology, Supervision, Organization and Administration of Education, Educational Sociology, Supervision and Administration of Physical Education, Philosophy of Physical Education, Seminar in Physical Education. Home work will probably be required of those who wish to get the maximum of credit.

Camp Brosius should be the gathering-place of the Alumni during the summer; particularly when such splendid opportunities for securing credit are offered in connection with a fine vacation. Make your plans now for spending five weeks during the summer at Camp Brosius.

THE HOME-COMING.

Home-coming during Thanksgiving week has become one of the big events in the life of the Normal College students, and is now practically "on par" in importance with the trip to camp, and graduation. Occurring as it does, eight weeks after the beginning of school, it is a break in the routine of College life, and what is more important, it acquaints the student with Alumni from everywhere and gives them new ideas regarding their profession. Home-coming, however, is also of interest to the alumni because they always find new things at the college and are able to gather new material. It is, therefore, a well established custom now and will most likely remain so as attendance is increasing every year.

Things started with the arrival of the first guests on the day before Thanksgiving, November 28. Among the prominent visitors were Mr. George Seibel, of Pittsburgh, the new president of the American Gymnastic Union, and Dr. Herman Groth, vice-president of the organization; also the four non-resident members of the board of trustees of the college, Messrs. Henry Suder, of Chicago; W. A. Stecher, of Philadelphia; A. E. Kindervater, of St. Louis, and Dr. Carl Ziegler, of Cincinnati. Thursday afternoon there was open house at the new women's dormitory, and the place was crowded with local and other visitors who were delighted with the beautiful new building, its fine equipment, the large sanitary dining room, and particu-

larly with the manner in which the girls have decorated and equipped their rooms. Open house was also held at the new fraternity house which looked "spick and span" after all the work the boys had put into it to get the place looking nice and clean.

The board of trustees held a practically continuous meeting on Friday and Saturday, and discussed many phases of the Normal College work. The new curriculum; the summer session, and the June camp at Camp Brosius; changes regarding the courses, and many other interesting details were thoroughly discussed. Each of the four non-resident members had worked out some part of the questions under discussion and presented it before hand in writing so that much was accomplished during the short time. Friday evening saw the older visitors at the house of Mr. Theo. Stempfel where after dinner the meeting of the board of trustees was held.

Alumni Meeting.

The Alumni Association Meeting was attended by a majority of the alumni present. The consensus of opinion was that it was desirable to have a meeting of this kind at the home-coming each year.

Among the topics discussed was the Alumni Bulletin. Graduates were urged to send articles of general interest or of a personal nature to Mr. Steichmann, who is serving as editor-in-chief, or to Mr. Arthur Pfaff, 6944 Fyler avenue, St. Louis, who is acting as field editor.

The summer session came up for discussion, the suggestion being made that graduates assist both by advertising the session and by attending. It was suggested that graduates also co-operate more fully in replying to the questionnaires which are sent out each spring by the Normal College. All the graduates who had attended the summer sessions at Camp Brosius were very enthusiastic

about the prospects offered for an enjoyable and profitable session there.

The Normal College "Gymnast" for 1924 was also discussed. The staff with William A. Gerber as editor-in-chief, plans to put out a book of superior quality. In order to have a genuine alumni section, it will be necessary for the alumni to send in articles concerning the activities of alumni in the various parts of the country. Pictures will also be acceptable.

The Exhibition.

The exhibition in the gymnasium was of the usual high standard. The entire student-body of one hundred and forty, though very much crowded in the gymnasium, gave an interesting demonstration of tactics in limited space. An aesthetic dancing number by the senior girls followed. This number showed that Normal College maintains its excellence in this branch of work.

The number of special interest was the demonstration, "Fundamental Gymnastics", based on Bukh's work. The demonstration brought forth much applause and considerable comment. It surely was of a vigorous nature, and seems destined to become popular. Results are achieved in a very short time, strength, suppleness, and better posture being the chief results. The costumes during this number were a departure from those ordinarily employed, but were generally accepted as sensible and hygienic. They were of an abbreviated nature and for this reason allowed greater freedom.

The Banquet.

The alumni banquet held at noon was attended by about forty alumni and officials at the Normal College. One of the speakers for the occasion was Mr. George Seibel, President of the Trunerbund, who gave a short and inspiring address in which he outlined the part

of the Turnerbund has played in advancing physical education. He urged those present to spread the propaganda of the Turnerbund and Normal College—A Sound Mind and a Sound Body.

Mr. Rath spoke of the changes in the requirements for the Bachelor and Master degrees. These include among other things, residence work either at Indianapolis or Camp Brosius, and definite requirements governing the thesis. The requirements for the degrees will be published in the Normal College catalog which is about to go to press.

Mr. Rath mentioned the fact that the number of graduates working for the Bachelor degree has increased considerably during the past year and encouraged others to do likewise. He also informed us that in the future the Normal College diploma will be granted only upon the completion of three years of work, a certificate being awarded students who complete two years' work.

In speaking of the demonstration of Fundamental Gymnastics, Mr. Rath says that he was well pleased with the results which this type of exercise has produced and stated that Fundamental Gymnastics will be included in the regular work in the future.

Ladies' Auxiliary.

It should be mentioned here that the officers of the Ladies' Auxiliary of the American Gymnastic Union also met during Home-Coming. Mrs. Louise Hucke, of St. Louis, president; Mrs. Fred Olt, of Dayton, secretary, and Mrs. Linda Schulte of Newport treasurer, being among those present. This organization again appropriated \$350 for scholarships for Normal College students; the amount was divided equally between one girl and one young man.

Home-coming was concluded Saturday evening with an entertainment given

by the students of the College, and a dance in the Kellersaal of the Athenaeum. Some good talent was discovered among the students, and the comedy scene was particularly well done. The dancing also deserves praise. The affair was very well attended and the dance went on until midnight.

Non-resident alumni besides those mentioned above who registered were the following:

- Gertrude Law, Evanston, Ill.
 - Pearl K. Luce, Chicago, Ill.
 - Mrs. R. L. Swezey, Chicago, Ill.
 - Arthur H. Pfaff and Mrs. Erna Fritson Pfaff, St. Louis, Mo.
 - Minna L. Pritzlaff, Buffalo, N. Y.
 - Rudolph Schmidt, Chicago, Ill.
 - Gilbert deBuck and Mrs. Margaret Hitchens deBuck, Cincinnati, O.
 - Andy Lascari, Buffalo, N. Y.
 - Ronald Moody, Buffalo, N. Y.
 - Norman W. Braun, Buffalo, N. Y.
 - Elmer Rosenthal, Buffalo, N. Y.
 - Lela Rimstidt, Shelbyville, Ind.
 - Mary Ellen Trant, Hartford City, Ind.
 - Mary Frank, Chicago, Ill.
 - Mr. Arch McCartney and Mrs. Mildred Jost McCartney, Cincinnati, O.
 - Corinne Guenther Hofmeister, St. Louis, Mo.
 - Lena Suter, Cincinnati, O.
 - Anna M. Hausknecht, Cincinnati, O.
 - Wm. K. Streit, Newport, Ky.
 - Russell Schott, Dayton, Ohio.
 - Mary Schudel, Lebanon, Ind.
 - Annabel Weinheimer, Warsaw, Ind.
 - Viola Schneberger, Chicago, Ill.
 - Mr. Ralph Shafer and Mrs. Elsa Hein Shafer, Akron, Ohio.
 - Robert Forbes, South Bend, Ind.
- Many others were present but failed to register.

Have you subscribed to the Camp Brosius Hut?

THE WAY TO ACADEMIC FREEDOM.

Now that all of the colleges and universities of the country have begun their annual round, one wonders upon which of them the distinction of making another academic martyr will first fall this year. Unless a long line of precedent is to be broken, some professor who until now has apparently been held in honour, will, before next June, be invited to pursue the intellectual life elsewhere; or some president who, in addition to increasing the store of buildings and endowment, has sought to affect for the better the educational policy of the institution, will find his career abruptly deflected, and will join the professor in hunting a job. An examination of the reports of the American Association of university professors shows that the "firing" of presidents and professors is no monopoly of any state or section, or of either public or private institutions, but may fairly be called a national habit, and we gather from the same reports, and from supplementary accounts in the newspapers, that while cases of arbitrary dismissal for personal misconduct are now and then found, practically all of the men who are dropped have been guilty of no greater enormity than saying or doing something that their administrative superiors did not like. There is every reason, accordingly, for assuming that some college or university teacher who began the present academic year with high hopes will have been forced to resign before six months have passed, and that some board of regents or trustees will, within the same period, be looking for a president to replace an incumbent whom, ceremoniously or brusquely, they have kicked out.

Distressing and humiliating as this situation is, we would nevertheless feel less anxiety about it were there any evidence that professors themselves were dis-

posed as a body to take the matter in hand, or that any better method of choosing regents and trustees than now obtains were being worked out. We would certainly hail with lively anticipation any development of a trade-union solidarity among professors, unsatisfactory as trade-union methods undoubtedly are in the regulation of any social difficulty; and we can hardly think of any method of purging corporate boards and keeping them fit that would not have our approval, at least as an experiment. Since, however, there is apparently nothing to be hoped for at once in either of these directions, it seems fair to conclude that the problem of so-called academic freedom, as it has presented itself in American colleges and universities, is a natural concomitant of our system of higher education; and that we shall continue to have the problem, in more or less acute form, until the system is changed. We can hardly think that professors as a class covet martyrdom or deliberately court it, or that "hiring and firing" are consciously the chief preoccupations of the average governing board. There is much more reason for concluding that the average conditions of university life in this country are not such as to make either intellectual or moral freedom secure, and that the arbitrary dismissal of those who insist upon freedom for their souls is exactly what should be expected.

Why it should be expected was, we think, quite clearly pointed out, although only by implication, by President Hopkins of Dartmouth College, in his address at the beginning of the present term at that institution. What we are doing in this country, President Hopkins suggested to his hearers, is to train young people rather than to educate them. Most of our colleges and universities are really training-schools, not schools of education. Now training,

whatever department of knowledge is concerned, has of necessity a precise, limited and dogmatic character. Its aim is efficiency; its methods are those of drill, routine and conformity to place; and its fruit is a species of cult whose shibboleth is competence. One who is trained is "able to do," and by the perfection of his doing is his worth evaluated. Education, on the contrary, is very little concerned with training; to fit one to "do" anything in particular is an extremely minor part of its province; what it seeks is the development of the intellectual powers, the moral discrimination, and the tastes of the individual to whom its processes are applied. To emphasize training as we have long done in this country is to put the cart before the horse. The beneficent usefulness of training is to be perceived only when the person whose powers are trained has first been educated; and it is precisely because we have made no serious attempt to preserve the distinction that we find such shocking incompetency, in the treatment of fundamental social situations, on the part of men and women whose training, in the proper sense of the term, has run the whole gamut of thoroughness.

Whenever, accordingly, a professor or a president, chafing under the restrictions which routine imposes upon him, steps over into the field of education and concerns himself with the fundamental values of life, he comes at once into collision with the system. He has been told that he was an educator, and much iteration has probably led him to believe that the assertion is true; but what he finds in fact is that he is only a drill-master. The intellectual or moral or aesthetic preparation which he is expected to give to his students is a preparation not for life but for competence; and when the corporation which hires him and furnishes his tools discovers that he no

longer confines himself to the work for which he is paid, his dismissal is likely to be a foregone conclusion. No professor is in any danger of being removed until he has first been disillusioned, and even so he may stay on indefinitely if only he will learn to bite his lip and choke back his chagrin. How barren of fruit the situation is, however, becomes apparent when one observes the pitifully small influence which our colleges and universities exercise in the domain of thought, and how few of the impulses to social betterment which throb among the masses owe their origin or their direction to our institutions of learning. There is no other country in the world in which the scholar does not count in public affairs, but the "scholar in politics" is with us only a theme for jest. The only way to secure for the academic world the liberty of thought, speech and action which is now denied, and for want of which the intellectual life of the nation is drying and hardening into formalism, is to make education and not training the foundation of the system. The change will not be an easy one to accomplish, and the lure of efficiency and practicality will doubtless continue to seduce presidents, professors and governing-boards with its enchantments; but there is weighty authority for affirming that it profits a man nothing to gain the whole world, if, in gaining it, he loses his own soul.—The Freeman.

Dr. Sputh left for the East February 1, and will attend clinics for eye, ear, nose and throat in New York and Philadelphia. Incidentally, he will visit various Turnvereine and Fraternity chapters.

**Camp Brosius Hut—Send your dollar—
Do it now!!!**

CONVENTION OF AMER. PHYS. EDUC. ASSOCIATION.

Dr. Lena Hoernig '15, secretary of the executive committee for the convention of the American Physical Education Association, kindly sent the following announcement and program for publication in the Bulletin:

The American Physical Education Association and the Mid-West division of the Association will hold a joint convention in Kansas City, Mo., April 23-26, 1924. The Kansas City teachers of Physical Education, the executive committee and the various sub-committees are hard at work to make the meeting a successful one. We hope the alumni of the Normal College of the American Gymnastic Union and the students will be well represented at the convention.

The following is a partial program as it stands at present.

April 21-23.—Pre-convention program, visiting schools and gymnasia.

Wednesday, April 23, 8:00 P. M.—Hotel Baltimore. Registration. Opening addresses. Reception in charge of Miss Elizabeth Burchenal.

Thursday, April 24, 9:30 A. M.—General session. Addresses by Dr. Henry S. Curtis, Mr. Carl L. Schrader, Dr. J. F. Williams.

2:00 P. M.—Gymnastic demonstration in the auditorium of the Junior College building.

4:00 P. M.—Demonstration of educational swimming and water safety by elementary schools, high schools, and Women's Life Savings Corps, Kansas City Athletic Club pool.

7:00 P. M.—Banquet at Hotel Baltimore.

Friday, April 25, 9:30 A. M.—Sectional meetings.

12:00 Noon.—Luncheons by Normal Schools and Colleges.

2:30 P. M.—Section meetings.

7:00 P. M.—Minor League, Elementary School Athletic Meet, 30 schools, 2,000 participants, in Convention Hall.

7:00 P. M.—Dance pageant, Northeast High School.

Saturday, April 26, 9:30 A. M.—General session, Hotel Baltimore.

9:00 A. M.—American Red Cross Life Saving Examination in Young Women's Christian Association pool.

2:00 P. M.—Automobile tour of the city.

7:00 P. M.—Major League Elementary School Athletic Meet, 30 schools, 2,000 participants.

SPEED BALL—ARE THERE POSSIBILITIES?

We all agree with E. D. Mitchell, director of intramural athletics at the University of Michigan, that there is a crying need for active outdoor games taking in large numbers. There are at present only two popularly accepted games; football and soccer, but we know the shortcomings in so far as large groups are concerned.

During the war, here and abroad, intense interest was shown in mass athletics and sports. There has been a steadily increasing tendency in this direction since then. Football and soccer require too high a degree of organization, other objections being: too great a monetary outlay for paraphernalia, special training for the development of husky specialists at the heavy expense of the weaker type which needs virile activity. There has never been an honest justification of a system of physical education which eliminates nine-tenths of its students.

Mr. Mitchell, the originator of speed ball, claims it is a combination of Soccer, football and basketball, requiring

headwork and footwork, abundance of spontaneous enthusiasm, considered so necessary by American exponents of the play movement. There are no expensive outfits for the players. A regular football field serves as a speed ball field. A regulation soccer football is used.

The game starts with a kickoff from the center with the players lined up somewhat as in soccer.

A "ground ball" must be played as in soccer without touching with hands or forearms. A "fly ball" may be caught in the hands.

No player can run with the ball but may pass it to another and he in turn may pass it to a third and so on or make one "overhead dribble" (tossing it in the air and catching it again before it touches the ground).

It is permitted to play the ball with the feet, punt, drop-kick, throw the ball or roll it on the ground.

Methods of scoring:

Goal Kick.—If ball goes between goal posts under cross-bar, it scores 3 points.

Penalty kick from penalty line (12 yards in front of goal line) counts 1 point.

Drop-kick which passes above cross bar and between goal posts, scores 1 point.

Whether speed ball is destined to help solve the play problem for the majorities, or whether it is only the forerunner of another great national sport, characteristically American, only time will tell, but if it does nothing more than awaken in the sporting consciousness of democratic minds a burning zeal to popularize play as never before and place it within grasp of all, it has not been invented in vain.

ARTHUR H. PFAFF.

ADDRESSES WANTED.

The November Alumni Bulletin could not be delivered to the following members because they changed addresses without notifying the Alumni Association and the College office. Members should bear in mind to send a postal card to the College immediately when changing residence. If any one can supply the addresses of the following Alumni it will be appreciated:

Evelyn Beard (Mrs. Bowers), Chicago, Ill.

Lillie Beckman, Chicago, Ill.

Charlotte Bozart (Mrs. Stuart), Chicago, Ill.

Dorothy Case (Mrs. Galloway).

Marguerite Conger (Mrs. James W. Mirfield), Chicago, Ill.

Arthur Faulstich, Chicago, Ill.

Alma Fenske, West Allis, Wis.

Frieda Flaig (Mrs. Lawrence), Ontario, Cal.

Harry Fink, Cincinnati, Ohio.

Sylvia Handler, Cleveland, Ohio.

Nellie B. Havens, Milwaukee, Wis.

Helen Homan (Mrs. Applegate).

Jos. Hueber, Philadelphia.

Alma Krueger, Menomonie, Wis.

Gertrude Krug (Mrs. Barbour).

Lillian McConnell, Columbia City, Ind.

Irene Mezek, Chicago, Ill.

Kathryn Mitchell, Houston, Texas.

Catherine Noonan, Chicago, Ill.

Rudolph Perlt, Fort Smith, Ark.

Louise Quast, Minneapolis, Minn.

Margery Reynolds (Mrs. Kelly).

Martha Rice, Akron, Ohio.

Louise Schneider.

Carrie Snively, Fort Wayne, Ind.

Dorothy Stoops, Mishawaka, Ind.

Martin Trieb, Berkeley, Cal.

Anna Trumble (Mrs. Patterson).

Fred C. Voss, St. Louis, Mo.

Clarissa Williams, Huntington, W. Va.

Haworth Woodgate, Greenfield, Ind.

Wm. Zabel, Buffalo, N. Y.

Remember that subscription for the
Camp Brosius Hut!

ALUMNI BULLETIN

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ALUMNI BULLETIN

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NEW EDUCATIONAL IDEALS.

"The essential object of all education should be to train the child to desire the supremacy or spirit over matter and to express that supremacy in daily life.

"Particularly should this aim be kept in mind in the sort of discipline applied to the child. The educator must study and respect the child's individuality, remembering that that individuality can only develop under a form of discipline which ensures freedom for the child's spiritual faculties.

"All the education provided at the schools of the new type should give fresh rein to the innate interests of the child, i. e., those which come from the child himself, arising spontaneously within him. The school curriculum should always furnish an outlet for those interests, whether they be of the intellectual, aesthetic or social kind or be the synthesis of all these which are found in properly organized handicrafts.

"The government of the school community as a whole should be organized by the children themselves in collaboration with their teachers, and that government, as well as the self-discipline which each child must be taught to apply himself, should be deliberately aimed at rendering external authority unnecessary.

"The spirit of selfish competition must

be discouraged in every possible way by the new educational system and the child must be taught to substitute for it a spirit of co-operation which will lead him to place himself at the service of the community as a whole.

"The fellowship stands for co-education in the fullest sense of the term, i. e., for the co-operation of the two sexes both in and out of class hours, whereby opportunity may be given to each sex to exercise to the full its beneficial influences on the other."

The above paragraphs constitute the principles of the "League Internationale pour L'Education Nouvelle", or, as it is called in England, "The New Education Fellowship". This organization acts as a focus for the New Education movement in Great Britain and on the continent, and issues a magazine in English, French and German. A convention which adopted the above principles was held in Switzerland in August. Stanwood Cobb, writing in a Bulletin of the Progressive Education Association (426 Fifth street, N. W., Washington, D. C.), gives a brief history of the New Education movement in Europe which began with the founding of the school at Abbots-holme, England, in 1889. Other schools with similar aims were organized later in France and Germany and Belgium. Mr. Cobb says of the New Education movement of Germany:

"The work of the remarkable educator Hermann Lietz, whom Adolphe Ferriere calls 'one of the greatest educators known to history', gave birth to a new vision for boarding schools, though not as yet to my knowledge affecting the public schools. Lietz, influenced like Demolins by the work of Reddie at Abbotsholme, where he had spent a year as a teacher, founded in 1898 a New School at Ilseburg in the Hartz; in 1901 a second school at Haubinda in Thuringia, and in 1904 a third for older pu-

pils at Bieberstein near Fulda. These schools, and similar ones founded subsequently by other educators, are called Land-Erziehungsheime. There are a number of them now in Germany, and some in Switzerland and Austria. The distinguishing feature of these schools is that they are located in the country, are so designed as to give as much of a home atmosphere as possible, and include besides the ordinary curriculum craft, manual work of a practical kind, and even farm work in connection with the school."

A French organization, "La Nouvelle Education", says in one of its recent reports: "The discoveries of psychology and of experimental pedagogy tend to prove everywhere that education would not seek so much to form children to a pattern as to furnish them an environment in which they can develop under the most favorable conditions. Experience has shown that it is in an atmosphere of free activity that this development best takes place. Each child is an individual being gifted with a personality which we ought to respect. We should furnish it the material and spiritual nourishment which it needs, and then let it grow in peace."

Carleton W. Washburne, superintendent of schools of Winnetka, Ill., made an extended tour through Europe studying the new schools, representing the Illinois Department of Public Instruction and the U. S. Bureau of Education. He will shortly publish his observations in book form. We can not reprint all of a brief report he made to the Progressive Education Association, and will confine ourselves to that part of it dealing with the latest development of education in Germany as this affects the public schools, and as it seems to be the most radically different from the established educational systems.

"There are many experimental schools

in Europe," says Mr. Washburne. "One finds the largest number in England and Germany, where education is far less centralized than in most European countries. But even France, reactionary and centralized though it is educationally, is not without some experimental work.

"In this brief report it is impossible to tell of the fascinating school in Kearsley, near Manchester, where the children of mill hands are given a surprising amount of freedom, where all educational traditions are thrown to the winds, and yet where children with no outlook except their red brick, ugly homes and the big factory in which they are to spend the rest of their lives, learn to appreciate art and literature and to write poetry. I won't be able to tell of Decroly's work in Belgium. Yet he has developed a system of education as complete and as original as that developed by Montessori, beginning with children of pre-school age and carrying on to adolescence. I shall have to omit all reference to the idealistic, little Humanitarian School in Laren, Holland. I wish I might stop long enough to sketch Cousinet's work in France, the only experimental work in all the French public schools. It is instructive and inspiring and is based upon the philosophy of our own John Dewey.

"An American woman, Miss Mae Cronwell, has introduced Montessori work in 500 schools in France, using crippled soldiers to make the materials. Ferriere in Switzerland and the Jean-Jacques Rousseau Institutes have started two little schools in Geneva which are doing interesting experimental work. And then there are the "new schools" or Landerziehungsheime, in England, France, Switzerland, Austria and Germany—thoroughly interesting and worth while schools about which every student of progressive education should know something. Yet all of these things I

shall have to omit. I am going to concentrate in this report on the individual instruction movement in England, the revolutionary experiment in Hamburg, and the school for orphans at Stranov-Krnsko in Czecho-Slovakia."

After describing the new schools and new methods in England, Mr. Washburne continues:

"Now let me jump to a wholly different experiment. While it is true that Miss Mackinder's and all other plans of individual instruction permit more freedom than ordinary schools, they are rigid and extremely conservative by comparison with the educational revolution which has taken place in Hamburg. Four of Hamburg's large public elementary schools are now organized on the radical new plan. Paulsen, who introduced the work in Hamburg, is now superintendent of schools in Berlin. He is attempting to introduce the same radical changes in twelve of the Berlin schools. The experiment came into being on the wave of democracy which overthrew the kaiser and which filled German hearts with hope of a new era at the time of the signing of the armistice.

"In these Hamburg schools there are no set lessons, there is not even a course of study or a program. There are no grades and consequently no promotions. There are no examinations and therefore no marks or failures or rewards for good work. There is no discipline by the teachers; the teachers themselves are not even under the authority of the principal. The schools are quite anarchistic.

"The children in these schools may go to any teacher they wish, associating themselves either with children older or younger, as they see fit. The teacher talks about anything that interests him or the children. The school house is there, the children are there, and the

teachers are there, but this is all these schools have in common with other schools.

"There is misbehavior at times, there is inefficiency frequently, but out of all there emerges a spirit of self-reliance, spontaneity, and individual development that is truly fine. Only in two schools in Czecho-Slovakia where much freedom was also permitted did we find anything like the same affectionateness, naturalness, and general lovable-ness which characterized the children in these Hamburg schools.

"The philosophy back of the Hamburg schools is briefly this: We do not know what any child is going to do or be in later life. We do not know in Germany what kind of government or industrial organization is going to exist when these children grow up, whether it will be socialistic or capitalistic, monarchistic or anarchistic, or republican. We do not know how to solve the problems that are confronting humanity and therefore cannot train children to solve them. We know one thing only, that these children are living human beings, and have a right to develop as such.

"We do not want to impose adult ideas upon the children; we do not want to waste time drilling children in knowledge which they may never use, and which if they do need it, they can gain quickly as adults under the spur of necessity, instead of slowly as children with no use for it. If each child is able to develop his own individuality fully and freely, we may be able to train up a race of men and women who can face the problems of life fearlessly and originally. Such children may have a light which we ourselves lack. At any rate, they will be free-thinking, unrepressed, complete individuals.

"The teachers dedicate themselves whole-heartedly to this ideal. Some teachers have the ability to bring out

all the fineness in the children without imposing restrictions. Others occasionally resort to slight disciplinary measures. Others are simply weak and their rooms develop into examples of *laissez-faire*. For the most part, however, the idealism of the teachers is reflected in the attitude of the children, and surprising as it may seem, the children all learn to read and write and do number work, in spite of the lack of compulsion. Some begin late, some early, but all learn. There is no doubt that if these teachers would permit such an iniquitous thing as a standardized test to be given to their children, the children would prove distinctly below the standard of regular schools, in the three r's. But if one had a scale for measuring character, individuality, spontaneity, breadth of interest, and other intangible but admirable characteristics, I believe these children would outrank those of most other schools."

All together for the Camp Brosius Hut! !

BOOK REVIEWS.

Two graduates of the Normal College have lately published books on different phases of physical education, Leopold Zwarg, '13, Northeast High School and Teachers' College, Temple University, and Erwin Knoth '18, the former working in Philadelphia, and the latter in the Kansas State Agriculture College at Manhattan.

Mr. Zwarg's book is entitled "Apparatus Work for Boys and Girls". It contains a course of graded instructions in the use of the horizontal bar, horses, rings, ladders, giant strides, bucks, parallel bars, climbing poles, and mats. There are 65 very fine half-tone illustrations. The author is not only an apparatus man of high grade, but also a good amateur photographer; in the for-

mer capacity he speaks with authority on the apparatus work, and as a camera man he has supplied interesting pictures of the subject. The book is published by J. J. McVey, Philadelphia, at \$2.25.

"Methods in Physical Education" is the title of Mr. Knoth's volume. Its purpose is to aid the physical director in selecting material and to supply him with ideas and a wider variation of the work. It contains 70 lessons in free exercises; 55 group games; a chapter on the fundamentals of football, baseball, basketball, track, boxing and wrestling; a chapter on the organization of intramural athletics, etc. The price is \$2.25.

THE CAMP BROSIOUS HUT—AN APPEAL.

To you alumni who are also members of Phi Epsilon Kappa, I make this last appeal. Among the most urgent needs of Camp Brosius is a rest room for the men students. The alumni chapters of the fraternity have agreed to build a hut to meet this need and the active chapter has agreed to furnish it. The hut will be about twenty by thirty feet with a large fire place and will cost \$700.00, of which \$450.00 has been subscribed. The balance of \$250.00 must be obtained before work begins in the spring.

We want to make this gift truly representative of the fraternity, therefore, should have many contributions of a dollar or two rather than a few of larger denomination.

Surely this is a worthy cause, one toward which every alumnus wishes to contribute. A gift to Alma Mater from her loyal sons. Let us all rise to the occasion and show our devotion to our Normal College.

Fraternally,
GEORGE J. ALTMANN.

PERSONALS.

Margaret Jahn '20 has been Mrs. Montgomery Fassnacht since March 30.

The mother of Harriet Mead Nohr and Laura L. Mead died in Chicago, July 17.

Louise Bessire '18, now Mrs. Griswold, has a baby daughter, Jacqueline, born May 15.

Hazel Schuenemann '18 spent last summer traveling; she visited Honolulu and Alaska.

Dorothy Smith Severance '20, living in Chicago, has a baby daughter, Dotty Lou, born May 30.

Mr. and Mrs. Ray G. Schiferle are the proud parents of a daughter born soon after New Year's.

Elinor Crum '16, who taught in Kansas City, is now Mrs. Alvin Gibson and lives at Slater, Mo.

Mrs. Margaret DeBuck '23 is substituting for Hazel Orr at Woodward High School, in Cincinnati.

Ernst Seibert '09 in Newark, was married in October. Mrs. Seibert formerly was a Kindergarten teacher.

The marriage of Claire E. Daus '23 to Arthur G. Reisner '17 on December 26th, at Milwaukee, has been announced.

Minna Pritzlaff, Ronald Moody and Elmer Rosenthal are three 1923 graduates who have entered the Buffalo schools.

Clara Gawer '21 has been married since November. Her name is Mrs. J. Burke, and she lives in the Rose City, Portland.

"Benny" Fallon '16, has three large third-degree burns on his legs—tried to "fix" a spouting steam radiator in his gymnasium.

Hazel Orr '10 is conducting a test to determine the age norms of high schools, in physical education. Anyone interested may communicate with her at State University, Tucson, Arizona.

Gertrude Schlichter '22 is wearing a diamond ring and it is rumored that she will be married in June to Clyde Tindall of Kansas City.

Mr. and Mrs. Harry Feucht, in Buffalo, announce the arrival of a son, Harry Carl, on August 20. Mrs. Feucht was Louise Sturmer '17.

Armin Stecher '14 has established quite a medical practice in the past few years at Brooklyne, a suburb of Philadelphia. He keeps so busy that his friends seldom meet him.

At a meeting of the Cincinnati Department of Physical Education on December 5, Carl L. Schrader, State Supervisor of Physical Education in Massachusetts, gave a most inspiring talk.

Laura Mead '20, and Ruth E. Olson '20, spent the Christmas vacation in Florida and came home with some fine sunburns. Honest! They went airplane riding and swam in the ocean at Miami.

Geo. J. Kalbfleisch '18 has been promoted and is now acting head of the department of physical education at Hutchinson High in Buffalo. Lelia Guenther '16 is senior teacher of the girls in the same school.

Mrs. Florine Eckel '16 was a most efficient substitute for Emily Nowack, who was called home to Chicago. Florine directed the dances for the annual Shakespearian play at Walnut Hills High School in Cincinnati.

Bobby Romeiser is the latest addition to the Normal College family. His mother, Evelyn Cornell Romeiser '21, is the proudest young mother in Indianapolis; we needn't speak of the father—he has worn a smile ever since the baby came.

"Frau" Kate Steichmann '14 stopped work suddenly and went to a hospital to have a tumor removed which was done January 17. She is recovering fast and expects to be "up and doing" again by the time this Bulletin reaches the alumni.

Edna Blumenthal '23 is devoting time to private pupils giving them corrective exercises and also acting as hygienist for people under a physician's care. She goes to the homes of such people, giving them lessons there. She also has some private dancing classes.

Delta Psi Kappa alumnae in Chicago, gave a dinner dance at the Samovar, November 31, and intend to have another February 15, at the Edgewater Beach Hotel. They also had a Christmas luncheon and afternoon party, December 29, at the LaSalle Hotel. All affairs were well attended.

Leo. Zwarg '13 has revived gymnastic competition in Philadelphia high schools. His first opponents were the gymnasts of the Germantown high school, who were coached by John Kiefer '20. Leo will next try his team against the juniors of the Philadelphia Turngemeinde, where Gus Heineman '13 holds sway.

Corinne Guenther Hofmeister '11 visited her mother and sister in Buffalo during the holidays and went home to St. Louis on the same train taken by the Normal College students coming back to school. There were so many from that section of the country that they called their train the Normal College Special.

The Cincinnati Alumni Chapter of Phi Epsilon Kappa met at the house of Arch McCartney in Cincinnati, on January 12. Doctor Sputh, president of the Fraternity, August Auernheimer, President of Alpha Chapter, and Wm. Gerber made the trip from Indianapolis to be present at the initiation of Fritz Reuter '06 into the Fraternity.

Like so many others before her, Joanna Fritz '19 started in the automobile world with a Ford. Now she has advanced to a more elaborate type of motor vehicle. Collisions, punctures, and stripped gears don't discourage her. Joanna also finds time for her cat. At a

recent cat show her entry was awarded a prize. Congratulations, Fritzie!

The class of '23 has two representatives in Philadelphia. Herman Matern is busily pursuing a full pre-medical course at Temple University. While he is resting he directs the physical development of the members of the Columbia Turnverein. Florence Kennedy, of the same class, is caring for the physical welfare of public school children.

Louise Debus Reichelt '16 is aiding in bringing women's basketball to the front. As chairwoman of the basketball committee she is engaged every Tuesday and Thursday conducting referee examinations. This makes the evening meal late; but her husband, William Reichelt '17 has not objected. He conveniently attends some classes in search of higher education on those days. Thus he comes home late himself.

Dr. Carl Ziegler says: "If the speedometer on your Ford breaks, the following schedule will tell you how fast you are going: When the fenders rattle, 5 miles per hour; when the hood rattles, 10 miles; when the doors rattle, 15 miles; when your teeth rattle, 20 miles. And when you feel like singing 'Nearer my God to Thee', then you are going 25 miles per hour." Have you seen Dr. Ziegler's Ford? There is a reason for his speedometer substitute.

Of the new gymnasium suit worn for the first time by the Normal College girls during Thanksgiving week, one of the visitors writes: "The costume worn by the ladies is a very sensible one. It is gratifying to see the trend toward a really practical suit, one that admits of perfect freedom in all bodily movements. Binding clothing, or an excess of clothes, greatly hinders one in the work. The new suit would well be adapted to athletic and apparatus work."

The Department of Physical Education and Hygiene in the public schools of

Kansas City, Mo., under the direction of Dr. F. Burger, includes 61 teachers of physical education and 44 nurses or hygienists for the 91 ward schools. Besides Dr. Burger, there are 13 other graduates of the Normal College employed in Kansas City, among them Adele Martens and Evalyn Williams, of the last class. Miss Martens teaches physical education and swimming at her school which is one of the three ward schools having swimming pools. Martha Evans '18 has charge of the normal training class.

During the holidays the "Psi Kaps" of Buffalo entertained for sisters who were home for vacation. The Buffalo alumni are: Renilda Kittlaus Glunz, Virginia Fessler, Josephine Reilly, Lelia Guenther and Minna Pritzlaff. The guests were: Corinne Guenther Hofmeister, Margery Wood and Sarah Whittemore, both of East Aurora, and Thelma Burnett. A Normal College party was also given during the holidays, at the home of Mrs. Eunice Albright Kalbfleisch, with the following present: Elsie Stange Schmitt, Renilda K. Glunz, Corrine G. Hofmeister, Minna Pritzlaff, Virginia Fessler, Josephine Reilly, Margery Wood, Thelma Burnett, Hyacinth Kolb and Lelia Guenther.

EASY FREE EXERCISES FOR "MOMENT MUSICALE."

1. With rocking on toes, bend arms upward—1; straighten arms forward—2; bend arms upward—3; straighten arms sideward—4; bend arms upward—5; straighten arms upward—6; bend arms upward—7; straighten arms downward—8.

Repeat 9-16 ----- 8 M
Repeat the arm exercises with
jumping in place ----- 8 M

16 M

2. Jump to straddle stand and bend arms to thrust—1; turn trunk left and thrust right arm forward—2; return and bend arms to thrust—3; turn trunk right and thrust left arm forward—4; return and bend arms to thrust—5; repeat left—6; bend arms to thrust—7; jump to position—8. ----- 4 M
Repeat beginning right ----- 4 M
Repeat whole exercise first left
then right ----- 8 M

16 M

3. Jump to straddle stand and place hands on hips—1; lower trunk forward—2; dip (dipping consists of a small swinging movement of the trunk which is already bent or lowered) 3-4-5-6; raise trunk—7; jump to position—8 ---- 4 M
Repeat ----- 4 M
Repeat all with hands placed in
rear of head ----- 8 M

16 M

4. Stride left sideward and place left hand in rear of head and right hand on hip—1; bend trunk right sideward—2; straighten—3; bend—4; straighten—5; bend—6; straighten—7; return to position—8 ----- 4 M
Repeat beginning right ----- 4 M
Repeat all, substituting a dipping
movement sideward for the side
bending ----- 8 M

16 M

5. Repeat first 4 measures of 1 4 M
Repeat first 4 measures of 2 ----- 4 M
Jump to a straddle stand and swing
arms sideward—1; lower trunk
forward and grasp ankles—2;
dipping with bending arms and
pulling trunk downward—3-4-5-
6-7. Roll forward to a stand—8 4 M

12 M

PHYSICAL TRAINING IN OUR SCHOOLS.

The Syracuse (N. Y.) Herald recently devoted three pages of its rotogravure section to a showing of the work of the department of physical education in the Syracuse schools of which Paul Krimmel '17 is the head, and in a leading editorial, said:

"In the news and pictorial departments of its latest Sunday issue, the Herald gave generous attention to the work and record of Paul Krimmel, supervisor of Physical Training in our local schools. Our chief object was to emphasize and encourage Mr. Krimmel's agitation for more liberal municipal provisions for this important branch of the Syracuse school service.

"In his statement on the subject, Mr. Krimmel lays stress on the lack of proper gymnasium facilities in the High Schools of the city. The truth is that the High Schools are behind the ordinary grade schools in this respect, and it is self-evident that no good reason exists for this discrimination. If properly conducted physical exercise is a desideratum of school training, as we must all admit it to be, the youth of both sexes in the High School should have their full share of its continued benefits.

"Mr. Krimmel's further suggestion of the need of more instructors for the school training on its physical side is one that should not go unheeded. Few people now-a-days will question the merit of a school system which combines study with play and muscular exercise in the right proportions. Playgrounds and gymnasiums are now generally regarded as necessary auxiliaries of classrooms; and all this is but a recognition of the indisputable truth that sound bodies are as essential as sound minds in our budding citizenship.

In his survey of the process and development of physical education in Syracuse and in his recommendations for a systematic expansion thereof, Mr. Krimmel's zeal is surely centered upon a good cause."

EVOLUTION OF BASEBALL.

Enthusiasts of the great American game will be interested in its growth and development. These games eventually "evolved" into the complex, highly organized game of baseball, many of which are still played, especially in rural sections of our great country.

Here are a few of them:

Barn Ball.—One boy, standing back of a line bounces a rubber ball against the side of a barn or shed and as it returns, strikes it with an ax handle or improvised bat. He then runs to the barn, tags it and crosses the line before the ball is recovered by a second boy, who attempts to strike him with it before the runner crosses the line.

One Old Cat.—Three boys, indoor ball, bat and a spot or base previously agreed upon. Two boys throw the ball back and forth, the batter standing between them. If the batter misses the ball and it is recovered by one of the throwers before it strikes the ground the batter is out and surrenders the bat to the thrower who put him out, but if the batter strikes the ball, he runs to the base and back before he is hit with the ball. A run scores one point for him.

Town Ball.—Two teams (10-20 on each), Indoor ball, bat, home base, 3 posts, trees or bases arranged in the form of a diamond. Each side has a catcher, thrower, batter, the others being fielders. The same general Indoor rules held here except the runner is liable to be hit with the ball and put out in going from base to base. From this game developed Round Ball and Massa-

chusetts and eventually Baseball, as we now know it.

First came the catcher, you might say, who tossed the ball up and caught it. Then along came another boy and they played "Catchers". Then came a third with a stick who struck at the ball as it was passed back and forth. Then the bases were added to make it a hard-er game.

ARTHUR H. PFAFF.

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NOW!**

ELEMENTARY (OR SCHOOLYARD) SOCCER—AN ADAPTATION.

This is a reliable cold weather game taking in large numbers in a comparatively small space with plenty of action and yet not as violent as soccer.

Playing space, 20-50+ by 60-150+ feet, 8 to 60 players, 2 teams, each team being divided into goal keepers and forwards. The goal keeper's area is a space 1/6 of the entire field included within the end line or goal line, side line and the line parallel to the goal line. There are two goal keepers' areas, one at each end of the field.

Forwards attempt to kick the Soccer football over the goal line not higher than the shoulders of the goal keepers or guards. The team succeeding in doing this scores one point and whenever a point is made forwards and goal keepers change places. As a cold weather variation changes in positions may be made every ten minutes or less.

No forward may touch the ball with hands or arms, but goal keepers may use any parts of their bodies to prevent the ball from passing over the goal line. Forwards may enter the goal keepers' area but goal keepers cannot leave their territory.

Out of bounds.—Ball is thrown in by overhead toss at a point where ball crossed side line by any player of the team which did not cause it to go out of bounds. If the ball passes over the goal line at a height higher than the shoulders of the goal keepers, any goal keeper may recover the ball and kick it forward into the field of play.

Foul and Penalty.—If a forward touches the ball with hand or arm it is a foul. The referee's whistle sounds. The referee penalizes the fouling team by placing the ball on the ground where the foul was made and awarding a free kick to the opposite side. The fouling team members must remain on side 10 feet from the ball until kicked.

The kick-off is from the center of the field at the beginning of the game and after a point has been scored, the team not getting the point getting the kick-off.

ARTHUR H. PFAFF.

DELTA PSI KAPPA.

Psi Kaps are all busy studying for the final examinations which start February 7th, but nevertheless, we always find time for pleasure.

We were very disappointed when after the holidays we learned that one of our pledges, Erma Ewert, would not return but would enter Stevens College in Missouri.

The week following the Xmas holidays, we were fortunate in pinning our colors on Mildred Cox, a Senior girl. On January 16th, she was formally pledged and on Saturday of that same week, she was the guest of honor at a dinner party given at the Spink-Arms hotel.

Initiation will take place soon after semester exams are over and all the "worms" we hope have made their grade.

Anita Hartung '12 has entered the training school of the Presbyterian Hospital in Chicago to become a nurse.