

# Alumni Bulletin

Vol. XV

Indianapolis, Indiana, April, 1932

No. 3

## THE DEAN'S COLUMN

Is Physical Education "education through the physical and not of the physical," as some leaders would have it? Or is it, "education of and through the physical," as others say?

Those who say it is "education through the physical" insist that the mind and soul, using those terms in the conventional sense, are the human characteristics we are concerned with. The body undergoes certain changes in the process but these are negligible from the educational point of view. In their teaching the child learns something about the activity, or the fundamentals of it, as in a game, dance, stunt, etc., and enjoys its performance as soon as possible. By means of this, certain traits of character, and personality are developed. This process actually places but little emphasis on educating the body. It teaches merely a few activities, those needed to attain the goal desired.

The advocates of "education of and through the physical" reach the same goal as far as teaching conduct is concerned but add the same goal, the education of the body. They distinguish between an educated and uneducated body. They note the differences in the endless variety of activities of daily life. An educated body stands differently, sits, walks, runs, lifts, carries, pulls, etc., etc., differently. It swings into the technique of a new activity readily. In fact it possesses a high degree of body sense, has mastered an endless variety of movement possibilities, and every part of it moves smoothly and efficiently.

The teachers who follow the latter are required to know all about the mechanics of motor action and how to acquire body control; i. e., they thoroughly understand what has been termed fundamental free exercises and schooling of the body in polymotor activities, so these may be used when needed. This is not necessary for advocates and teachers of the former. They know that part of Physical Education where the first jump usually begins, the how, why, and what in the teaching of fundamentals (and at times elements) of all the goal activities. While the first method does not imply a life of ease for the physical educator who is sincere, nevertheless it offers possibilities to get by with doing little. In using the second method work can not be dodged so easily.

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Every one of our graduates, heading Departments of Physical Education and Health, should read Nash's "Administration of Physical Education." There is a wealth of information for directors and supervisors in it. It is published by A. S. Barnes and Company.

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Physical Illiteracy! What is it? This term is frequently used by physical educators to designate individuals that can not handle their bodies well; that do not participate in recreational physical activities.

A child who has not learned to read is called illiterate; one who has not learned to play is physically illiterate.

In the broad sense, physical illiteracy means having an unconditioned and untrained body, analogous to mental illit-

eracy, an unconditioned and untrained mind.

To make one physically literate means to prepare the body thoroughly, particularly during adolescence, to understand the meaning of correct movement, to teach bodily control and fluency of movement by a multi-motor variety of activities, and, finally, to acquire an intimate acquaintance with many types of activities so that those one is most interested in may be used for recreational purposes. To be mentally literate means that the pupil must understand the meaning of symbols and must be able to use these symbols in multi-form combinations to acquire mental control and fluency in reading, and, finally, to acquire an intimate acquaintance with many types of literature so that those one is most interested in may be used for recreational purposes.

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Graduates will be surprised to learn that Lecture Room I is no more. Some remodeling has been done and it has grown into a gymnasium. "The Little Gym", that's the title the students have given it, is used for marching tactics, fundamental free exercises, all forms of dancing and rhythmic, fencing, and sometimes tumbling. It meets a long felt need.

Another lecture room has also been added which is well lighted, cosy and warm—believe it or not—even during cold weather. It was formerly called the Blue Room.

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Conditions are certainly improving. According to a newspaper clipping of January 31, the head coach of a western University manifested a most unusual generosity. He accepted a 20% reduction and his salary will be no greater than that of the President of the University.

Another newspaper item shows the

wonderful progress universities are making in the introduction and organization of new and essential courses in their curricula. Leland Stanford University is offering — shades of "Huckleberry Finn"—a course in fishing. One of the coaches is the Professor of Fishing. And pray why not? It has more carry-over value, i. e., it can be continued longer in life than any game taught by coaches.

One learns all about the care of fishing implements, theory and practice of casting, etc., etc.

Now watch the stock of tall fish stories rise.

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## PERSONALS

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Mildred Clark '22 is now teaching social science at Patrick Henry Junior High School in Cleveland.

Florence Stehn '16 will complete the requirements for the M. A. degree from Western Reserve University in June.

Another addition was made to the family of William G. Braun in Buffalo; a bouncing baby boy was born February 11.

It is rumored that Donald Blanchard '29 will join the ranks of the benedicts soon; the young lady's name is reported to us as Miss Ruth Hauser.

The Buffalo Alumni Association has again sent two medals to Dean Rath to be awarded to the man and woman of this year's graduating class having the highest average.

Alice Swaim '17, who is teaching physical education and mathematics at Fairmount Junior High School in Cleveland, received her M. A. degree from Western Reserve University last year.

Al Seelbach, mentor of basketball at Fosdick-Masten Park High School in Buffalo, led his team to victory for the third year. This gives the school permanent possession of the Yale trophy, emblematic of basketball supremacy.

Spending half of the year in Evansville and the other half in St. Petersburg, Fla., Julius Doerter manages to keep up his good health. He has purchased house and lot in the southern state and busies himself with plantings and gardening.

All friends of Mrs. Clara Ledig Hester, and that includes all Alumni, will be sorry to hear of her illness which has kept her in a hospital for over three weeks. We all hope that Clara will get over the malady and soon return to her duties in the Normal College.

Herbert Nilson and Carl Spitzer came through in the finals of basketball in the Buffalo schools, winning the A and B class, respectively. "Swede" celebrated his victory by contracting scarlet fever whereby he caused the "House of Riley" to be quarantined.

Among the Alumni who visited Normal College during spring vacation were, Bertha Otte, Carl Baumann, Frank Clark and Francis Mulholland from Buffalo; Royal Engel from Syracuse; Sofie Eid from Cincinnati; Selma Krumreich and Lottie Roos from St. Louis.

"I always enjoy receiving a letter postmarked Indianapolis even though it contains only a bill for Alumni dues. It brings back fond memories of the old town. I must confess, though, that I have not found a town in which I would rather live than here in Missoula. My work in the city schools is progressing nicely." Clarence S. Porter '24.

Henry C. Schneider '28 is finishing his pre-med work at Franklin and Marshall College and expects to enter Jefferson Medical College in September. But he keeps up his interest for Normal and asked for a copy of the November Bulletin which failed to reach him, because he has all issues published since he entered Normal College and wants to complete his files.

## BOOK REVIEWS

Archery: For Beginners, by Dorothy Sumption. W. B. Saunders Company, 1932. Philadelphia. \$1.60 net.

Miss Sumption has taught archery to many classes at the Ohio State University for several years and thus knows the needs of the beginner. This book enters a new field in that there are very few books written primarily for the beginner.

In the first part of her book she briefly relates the history of archery and then proceeds to tell the beginner about the equipment, technique, and scoring. This is told in a simple, concise, and interesting manner. She writes directly to the beginner and does not go into the technical parts too deeply.

The second part contains an explanation of tournaments and other archery games. She concludes with a few suggestions to teachers and an inclusive glossary of archery teams.

The book is written only for the beginner and therefore does not contain any new technique for the teacher, but it will aid the teacher in knowing exactly what material to present. Archery to increase more rapidly must cater to the beginners and not discourage them with hard teams and too fine a technique.

The book may be used profitably as a textbook for an archery class and should be read by all beginners. L. P.

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Problem Manual in Physical Education Measurements, by Frederick W. Cozens, Ph.D. W. B. Saunders Co., Philadelphia.

This text is a good book to use with Cozens' and Bovard's text on Tests and Measurements in Physical Education. It is complete in its application to the field of Physical Education and contains problems in all of the statistical methods,

with answers, and a table of squares and square root to simplify the solving of problems. It is necessary to use the text of the co-authors Bovard and Cozens in conjunction with this book because of the small amount of explanation concerning the problems presented.

The value of the book itself can be judged in its saving of time in the hunting for problem material. It is primarily a students' text, but can be used very well as a model for teachers in the field who desire to continue the study which seems to be an ultimate aim in Physical Education.

C. W. S.

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"Methods in Physical Education," by Williams, Dambach and Schwendener. W. B. Saunders Co., Philadelphia, Pa. \$2.50.

The book is made up of 14 chapters and 222 pages. The first four chapters of the book are devoted to a discussion of the Problems of Methods, General Education in Relation to Physical Education, Methods and Teaching, and Methods in Relation to Materials, giving an interesting presentation of the underlying theory. Chapter V, Programs for Young Children, is more practical and is concerned with their content and how to present it.

The chapter devoted to Efficiency in Class Instruction has many helpful hints to young teachers. It will be profitable reading to many experienced teachers also.

Drill, the Emotions, Discipline, and Leadership are each given a chapter. The last four chapters of the book cover methods of four groups of activities, namely, Gymnastics, Dancing, Swimming, Athletics. Each chapter ends with "Hints for Teachers".

The views of Dr. Williams on the laws of learning and their application to Physical Education are presented with his usual interpretation.

Of the chapters devoted to Classes of Activities, Gymnastics receives the most attention and space. The discussion is too general, however, to be of much value. According to the predominant activity, one may divide the types of lessons prevailing today in Junior-Senior High Schools into three types. The "games" type, the "gymnastic", and the rational (merely a convenient term) type. Of the three, the last which is composed of activities from the first two types, is, obviously, the best. But there are any number of High Schools in which the first and second prevail. Of these two, Gymnastics (thinking of gymnastics as composed of the activities included in the term in this book) certainly supplies the immediate needs of the child more fully than the first. In fact, it serves a full purpose, if the game part of gymnastics is used as preparation for after-school play, the work on apparatus, vaulting, and tumbling in a squad procedure, which also have carry-over value, and proper consideration given to free play. This approaches the rational type.

The first, the game type, is most inadequate. It can not meet fully the immediate needs of the child. In its favor may be said that most of its content prepares for after-school play. This, however, is equally true of the gymnastic program which offers a much greater variety of activities for after-school.

A thorough analysis of all the activities included in the term gymnastics in this book has never been made. Representatives of the new program overstate and overestimate the values of types of activities they advocate and understate their shortcomings. Often they underestimate the outcomes of the program of gymnastics and overstate its shortcomings. However, the weak points of games are fully considered in this text.

The classification of activities given is

not the best for teaching purposes. It seems to the writer that the young teacher needs to acquire an intimate acquaintance with every class of activity that he may be called upon to teach and should therefore know the methods of each. He must also know all classes of activities used today in order to decide for himself as to their values.

Marching tactics which are essential for orderly procedure are not discussed excepting that four alignments are given. With these the instructor is supposed to be able to meet all emergencies. If a knowledge of tactics chiefly as a means of furthering instruction, but also to some extent as a means of education, is at all desirable, certainly a teacher should have a broad understanding of them. The place of Calisthenics, or fundamental free exercises in a lesson plan is accepted by the authors only as emergency work. Opinions differ as to their significance. Many modern educators look upon them as important preparatory activities.

The views expressed in this book should be known to all students and teachers of Physical Education. While some conclusions may be challenged, they are nevertheless interesting and stimulating. One might have expected more practical suggestions. However, the authors feel that training in fundamentals of methods supplemented by a vivid imagination of the instructor will enable him to apply the proper practical procedure suitable to every teaching situation. There is a full table of contents and an index, always valuable when used as a text book.

E. R.

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It is probable that the present edition of the book, "School Athletics in Modern Education", will be exhausted within a few weeks. This book contains discussions by 54 authorities on 14 games and sports and a number of related education

and health topics. It is the record of the Wingate Memorial Lectures of 1930-31, edited by E. Dana Caulkins and published and distributed at cost (\$2.00), by the Wingate Memorial Foundation, 57 East 56th Street, New York City. Inasmuch as the Foundation does not plan a second printing of this book, those who desire a copy are urged to forward their orders without delay.

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### HEALTH AND AMBITION

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At the present time, not more than 15 per cent of high school pupils are taught the miracle of their construction, and the reason for this is the millstone of college entrance requirements hung about their necks, or the necks of the principals. Of course the colleges do not care whether one knows anything about his bodily machinery and how to keep it in its best running condition. More important at high-school age than the teaching of physiology is the getting somehow into as many of these young lives as possible the ambition to be somebody and do something, and with it the hint that a person is not likely to get any farther in his chosen way than his bodily machinery permits. If the student gets these ambitions and this idea, there are many sources of health information which he will eagerly search for himself.

A writer in the Contemporary Review remarks that the word "health" has undergone a sad degeneration. Originally it meant or included beauty and goodness. I wish we could all do more to bring the word back to its original significance by stimulating a little more the quest for beauty and goodness in their larger meanings, which quest alone makes the highest health possible and makes any health worth having.

James F. Rogers in "School Life."



## PHI EPSILON KAPPA CONVENTION

On the last day of March I met Arch McCartney, Dr. Chenoweth and Allen Davis from Cincinnati on the train, going my way to the eleventh Grand Chapter meeting of Phi Epsilon Kappa which was sponsored by Iota Chapter at the University of Iowa on April 1, 2 and 3. Before Mac and Doc could break the tie of two rubbers we landed in Chicago and at the station met our good friends Oscar Gerney and Bill Reichelt from Philadelphia who were just starting off on a shopping tour to buy 14-cent neckties; as it was 11 p. m. they of course arrived at the store after closing time. About midnight our train pulled out from Chicago with a special coach carrying the delegates who all assembled at the station on time led by Dr. Sputh.

The morning found us shaking hands all around in the lobby of Jefferson Hotel in Iowa City. Drs. Hofmeister, Plag and Ploch and Bill Gerber from St. Louis, John Wendelken from New York, Martin Trieb from Los Angeles, "Pop" Schroeder, Dr. Ed. Lauer and other old stand-bys were among the fifty delegates representing 19 of the 24 active chapters and nine of the ten Alumni chapters. Too bad that not all chapters were represented, for the convention proved to be most interesting and profitable.

The General Assembly was opened with a stirring address of welcome by Dr. W. A. Jessop, President of the University of Iowa. He briefly traced the growth of Physical Education from the period not so long ago, when it was opposed, to its present status of world-wide recognition as one of the major educational subjects which helps all to better meet the complex problems and the strenuous life of today. He justified Physical Education because it makes a genuine contribution to the welfare of the individual, the group and the nation

as it includes the physical, emotional, social and moral ideals of life. He emphasized the fact that this is a comparatively new field of education and that much is yet to be done, and he expressed the wish that those present strive to advance its cause by constantly keeping in mind its highest aims and ideals. Dr. Jessop also suggested that by correlating Physical Education with other departments whenever there is a common interest, the cause of this profession can be greatly advanced.

Dr. Ed. Lauer, in a brief address, emphasized the importance of acquiring a clear conception of the aims and objectives of Physical Education, of learning the things worth doing and how best to do them and then striving to do them well.

Grand President Dr. C. B. Sputh made many valuable suggestions in his annual report; they were referred to committees and after careful consideration were all approved by the convention. Nearly all of them concerned internal affairs of little interest to the general reader; it may be mentioned, however, that a petition for a chapter at Ohio State University was granted and that steps were taken to write a complete history of P. E. K. Of committee reports, that of the Educational Committee may be cited; it contained a chart showing that in most schools P. E. K. men are above the average of scholastic attainments, with Alpha having the highest average, about 89 per cent.

In the Saturday meeting, Prof. S. F. Bush, of Iowa University, presented his views on certain world affairs entitling his speech, "Facing the Facts". Dr. Bush believes that we are entering a new age; that we will not swing back to "grand old times"; that a readjustment must be made in our international affairs because international trade has burst national barriers. Nations can not

afford to continue their former selfish policies; they must recognize the need of co-operation, of rights of others which can best be maintained in a world union. And we must learn to think in terms of generations instead of a few years.

Convention work was finished Saturday by 5 o'clock and the nominating committee reported; the election ended with the choosing of all the old Grand officers: Dr. Carl B. Sputh, President; Oscar Gerney, Vice-President; William Gerber, Secretary; Arch McCartney, Treasurer.

In the evening a banquet was held in the University recreation hall. Dean George F. Kay spoke on the worth of education, the part Physical Education should play, and the qualities of the men who must lead. He said that a leader must possess ability, interest in his profession, proper education, character and personality, and yet something further—interest in the success of those whom he leads.

After the banquet we went to the State Interscholastic Track meet and left hospitable Iowa University at midnight.

Conventions are stimulating and this one was especially worth-while, and Iota Chapter can be congratulated upon the success of our eleventh Grand Chapter.

A. Romeiser.

### NON-RESIDENT GRADUATES

At a recent meeting of the Normal College Board of Trustees, the awarding of the degree of Bachelor of Physical Education to the following was approved:

Cora Baldauf, Syracuse, N. Y.  
 Theofil Bednarczyk, Buffalo, N. Y.  
 W. H. Browne, Lincoln, Nebr.  
 Ada B. Crozier, Indianapolis, Ind.  
 Leo J. Doering, Rock Island, Ill.

David D. Gregg, Cincinnati, Ohio.  
 Lelia V. Guenther, St. Louis, Mo.  
 William Hubbard, Buffalo, N. Y.  
 Coleman F. Kortner, Pittsburgh, Pa.  
 Raymond Ping, Buffalo, N. Y.  
 Clarence S. Porter, Missoula, Mont.  
 Elmer Rosenthal, Buffalo, N. Y.  
 Mildred Schaefer, Chicago, Ill.  
 Vera Simon, Buffalo, N. Y.

The diplomas will be presented to these graduates at this year's commencement exercise, May 26.

Some of the above named completed the former two-year course of the Normal College, and others the three-year course. Under the Normal College regulations, they were permitted to complete the remaining courses in absence. Increased requirements for teachers make the possession of a degree almost a necessity. All graduates of the former Normal College courses are urged to take work leading toward the degree and their attention is called to the opportunity of earning credits in the Normal College summer session where, at the same time, a worth-while vacation may be enjoyed. Graduates of the former two-year course must complete the requirements for the degree by the end of the 1932 summer sessions; if not completed by that time, additional courses must be taken in residence. Graduates of the three-year course have three years plus one summer session; that is, three regular school years and four summer sessions to complete the requirements if the work is done in other institutions. Any course to be completed after that time must be taken in the Normal College. Summer session work at Camp Brosius is of course counted as residence work.

Any Alumni wishing to work for the degree should write to the College Credit Examiner, Mr. Emil Rinsch, and present all credits earned since they left the Normal College.

# ALUMNI BULLETIN

Published four times a year at Indianapolis, in November, January, March and May, by the Alumni Association of the Normal College of the American Gymnastic Union.

OFFICERS: Wm. K. Streit, Cincinnati, President; Alvin Romeiser, Indianapolis, Vice-President; Thelma Armfield, Indianapolis, Secretary; Curt Toll, Indianapolis, Treasurer.

Price, 50 Cents a Year

Address all Communications to

ALUMNI BULLETIN

415 East Michigan Street, Indianapolis, Ind.

## FIRESIDE THOUGHTS

By Andrew Thoma, '17

(Continued from February Bulletin)

So far I have but established the separateness of the "I" from its physical, emotional and mental bodies and incidentally also their inter-relation. I still have to solve the problem, "Who is this lord, the self, the great 'I AM' of my little universe, the "I" that wills?" I now know what I am not, the "not I," and I am rid of this confusion of self, the confounding of "I" with its vehicles and instruments. But I am somewhat lost like a new born babe with a Rolls Royce—"Who am I and how does this mental machine work?" are my all engrossing queries.

It is wise to consider this machine first. By understanding it we may get a glimpse of the "I" which transcends it. Driven by thought power this mental engine, this robot, this dumb beast will ride us for a fall if we allow it to do the imaging, to choose, to make the picture (called creative thought) uncensored by the "I". The working scheme of creative thought, like of all fundamentals, is simple. It may be summed up tersely in the statement, "Having chosen, action naturally follows." This choosing, picturing and objectifying the desire, activates it; that is, energy is poured into it and directionalized. The

process has three steps: the object desired is pictured in detail; second, the connecting link, the action of choosing, and third the self, the "I" wrapped up in it. There is no power in any object until we identify ourselves with it, see ourselves doing, receiving, reacting towards it. We pick the object and nothing else exists while we are concentrated on it. To concentrate is the function of the Will. It holds one purpose in the consciousness, thus excluding all others, and points desire, the creative tool, focuses desire. Thus consciousness becomes single pointed. Will holds it there and desire, love, or whatever the motion may be, drives it through to its conclusion. It is the same in the arts, healing, teaching, in all arts (any directed activity is an art) if we would achieve success. The procedure is always the same, namely: We choose a purpose, a goal, and consider all circumstances in its light, and with common-sense, deliberation and judgment rule out diverting extraneous influences which would otherwise vampirize our energies, thus holding to this purpose and thereby filling it with energy and endowing it with life. The purpose, therefore, is of paramount importance in each thing we do, especially so when choosing a life goal. In the latter case, an all-inclusive purpose sparkling with inviting contact points, within the grasp of romping childhood and adventurous buoyant youth, encompassing the fullness of man's estate, as well as satisfying with its wholesome activity and family unit the dreams of philosophic old age, is most desirable.

The Turner Purpose meets this prerequisite. Comforting digression. Let us follow its reassuring lead. It will light up our subject. We shall not stray. The wholesome life and environmental responses of the Turnverein hold within their guardian fullness the an-



swer to our question. Let us observe its magic touch at work in ourselves.

You and I, how wisely, how soundly we have chosen in selecting the Turner ideal, "Sound Mind in a Sound Body," a goal far enough ahead, worthy and high enough for all time. On the Empyrean heights of self-perfecting our larger self for the sake of the world, our beacon light liberty sends forth its great clarifying white light. Of such divine fire is molded the Turnverein. Heart throbs of all humanity builded into our nation and symbolized in its ideals are visualized and lived in our brotherly activity. Glancing over our shoulder in retrospect we see how closely our purpose has bound us—us, our worthy instructors (Robert Reuter), you, I, Actives, Bears; memory fondly treasures a long line of Turner personnel,—and I am not forgetting the Ladies' classes and the Damen-Verein. That common purpose, centered in the Turnverein, inspired that wonderful struggle to accomplish. And underneath and running through all we did, was this larger self-perfection reaching out beyond each physical self. It always included everybody whosoever desired. The kindly helping and showing our buddy how to do the exercise or the stunt or whatever the activity might be, "Hilfeleisten" i. e., constructive criticism, demonstration and physical assistance, was the key to our comradeship and was carried on far beyond the gymnasium floor and down the corridor of years. Everybody made the team; no maddening championship to wreck body and soul, to sap the individual and the organization with its pettiness, jealousies, fraud and unbalanced efforts. We, the participants, split the expense, had a "Bummel-Kasse", chipped in for the one who couldn't make the grade financially. No bleachers for us. We all did or never quit trying to do the kippis,

giant-swings, handstands and hand-springs; ran the hundred-yard dash; broad, hop-stepped and high jumped, put the 16-pound shot, swam, fenced and danced. And always, subconsciously unpremeditated, as naturally as it is to love, there was that key-note of sharing, of everyone taking part. We lived wholeheartedly outside of our shells; ever seeing ourselves in the other fellow. His happiness of attainment was ours and his accomplishment spurred us on to emulate him, and with it went that team-feeling of competition always; not the weed variety that chokes out its competitors and even denies its own members. We felt good all over, glowed and expanded in its goodness. To us our weakest or smallest man clearing three feet in the high jump for the first time or putting the shot eighteen feet was a signal for general elation and equal to our best man's topping six feet and putting the "marble" forty feet; for an improvement of any individual to us was a class improvement, and to that individual, that life-giving glow of success meant a "world", everything,—in which we all of course vicariously shared.

We were ever active, kept mind and body going as a unit. Saturated with the urge to do, to attain, happy in accomplishing; a merry spirit welling up in a merry heart. We all became practical woodsmen, botanists, geologists, astronomers; went on hikes; camped, cooked, drank festively, not wantonly; sang, elocuted, debated, acted in German, Plattdeutsch and in English; became musicians, bandmen and soloists and joined the big noise, the Bahn Frei Fife, Piccolo, Bugle and Drum Corps. Let me recall for old time's sake, Robert Reuter's Band; the Bahn Frei Musical Circle under Miche's direction; later on the Voelz boys' Mandolin and Guitar Club; our Tyroler Trio and the Actives'

and Ladies' Glee Club. Some of us sketched, carved, skulpt, painted. Nothing lowbrow about us no matter how "dumb" we were. We lived a well-balanced, all-round life, sound mind in a sound body, with the perfect man as the focal point of our aspirations though resembling perhaps more a magnetic drift for most of us than a conscious choice. No matter the direction of our initial approach to the Turnverein, we soon were absorbed into all its activities and like diamonds in the rough were busily polishing up our many facets of expression. Through us, our activity making for perfect transmission and reception, the Turnverein became a sending and receiving apparatus, a creating and created nucleus for a perfect body politic, which knows its oneness with the great Unity and all creation as the well-spring of its power, in which it lives and moves and has its being.

You and I have ever sensed the essence of happiness as an all-inclusive purpose, every Turner does. Checked by our limiting, frail, yet ever growing personalities, we joyfully struggle onward, our desire not a mere stagnant pond but wide and boundless as the ocean; our course not a blind alley but a distinct and well-marked path spiraling upward. And from our lowly height, we see many paths opening up to us, all leading, we know, to a common goal. How wonderful that they do not conflict! We have but to choose anyone of them and follow it. Perchance with our Turner equipment, our common compass, level, and transit marked Purpose, Comradeship and Spirit, we may have the pleasure of surveying out new ones. No will-o'-the-wisp individual salvation to lead us astray, nor capitalism's or other isms' and ologies' evil brood to drug our senses. We are all buddies, he is I and I am he, without him I am lonesome and fade out of the picture; it just can't

be. Separateness is ridiculous, we are conscious of ourselves yet at the same time conscious of being merged into a sea of consciousness, an at-one-ness (universal love). Thus our vision becomes increasingly clearer as we go on, our selfishness thinner and less obscuring. Then the great event happens, the veil drops from our eyes, we truly see, all is illumined. As we travel along, we include the dog, cat, horse, bird, flowers, all pulsating creation. The philosophy is complete, all is one great unity, a One-ness, a great cycle of give and receive. You are the Universe, you give to yourself and take from yourself, for all is interdependent, geared together in harmony. To violate this law is to annihilate yourself to that degree for the whole is dependent upon the part. ("Even as ye do so unto the least so ye do it unto me"—says the Christ spirit). To bite off one's nose to spite one's face is unthinkable. The oneness of all;—happy thought;—with its truth we have burst all limitation. We fly with Lindy over the Atlantic, shake hands through him and with him and with Hoover with our Central and South American neighbors; rejoice as we feel and heal with Jesus; stoically drink the cup of hemlock with Socrates. The grand illusion, the independent "I" is gone. "We" become a glorified focal point, a reflection of the other fellow, an image of him lies in our serene depth, and together we are one and so our background of action becomes the Universal Good (cosmic if you will), and perfection, our ultimate goal, the immediate guiding star.

The "I" still has to be accounted for. This "I" as we transcend our limitation, call it projection if you like, loses its individuality as we brush aside external things. We feel we are much of the same cloth as our neighbor. We flow into one another, are one. As we be-

come still, vibrate in unison, harmonize, the illusory wall, like the apparent physical circle generated by whirling a pail of water as we spin on our heel, like the atomic wall maintained by electrons whirling in their orbits, collapses and ceases to be when motion ceases; breaks down when we no longer vibrate, or think at cross purposes. This whole cloth (to use a finite term to express what can't be expressed), which our buddies, you and I ourselves, generate, I call Spirit. (This may not agree with the theologian's definition of Spirit and yet be identical with it. Science and religion are hammering away at the same unknown something beyond. Possibly they are, each in its own tongue, talking about the same horse though calling it by different names. There was a time when Science and Religion were of one piece. They are again becoming so. To the thinker, and we find him alike in both groups, only experimental facts are acceptable proofs. He realizes that there is a deeper side to existence and this he explores. The golden age of reason will return.) When thought slows down and stops (?) we feel its living presence. The individual dynamo becomes a motor hooked up to the Cosmic pulse, a point of reception among many such points in the Universe and synchronized with them all. In this transcendental medium, in this intangible, yet tangible, enveloping robe, the unfettered "I" shares the all with all and is all. Stripped, it sees itself as it is, unconditioned and unqualified. There is left but the consciousness of its own existence to distinguish it apart from others, but, beyond this self-recognition, there is no line of demarcation.

My study thus depicts the "I" questioning itself as to its nature. Vagaries and notions fall away under the searchlight of reason as myriads of them in this teeming inner world present

themselves for inspection and crowd the vast corridors as the "I" passes along in reflective meditation. In this vast cauldron of thought where wishes masquerade as facts, where logic must bridge the gap between crude senses and the subtle though no less real world beyond them, as well as meet the strain of judging itself, the finite asked to circumscribe the infinite, I have attempted to put my house in order.

Recounting my conclusions and the stages by which I arrived at them has cleared my concept of the self and of the instruments with which it works. To me these bodies, the emotional and mental mediums are real. We know them by their functions in the same sense that we know electricity, light and magnetism. The subtle medium I have termed "Spirit," for want of a better name to distinguish it from the other vehicles, still lacks definition. In time with faculty growth, it too will take its place among wisdom's choicest fruits. In it, like in the Einsteinian space we may find the permanent roots of our universe. These various bodies interpenetrate the physical and each other, i. e., the structure of the subtler fills in the interstices of the coarser medium so that each cell, even each atom normally is acted upon and responds in each medium, and all are normally, finally correlated and summed up in the "I" which has its physical seat in the brain, the organ of consciousness.

A number of minor questions arise and can be answered readily by inductive reasoning. The chief one is: Are these bodies separate from each other? I think they are for we distinctly function in each one though we change from one to another so easily and with such rapidity that to us, accustomed as we are to the comparatively slow moving gross physical world, they appear to be superimposed and seem as one. However, in

line with the laws of conservation and indestructibility of matter, the resolution and synthesis of solids, liquids, and gases and their transmutation; reduction of matter to liberate energy; the atomic theory that the atom is built up of electrons which are vortices of force in the ether—it is but logical to hold that these bodies are graded expressions of One Substance with the “Physical Universe”, the densest form of matter or slowest rate of vibration of energy, and the “Spiritual”, the other extreme, the highest and most subtle.

The major question, too, the heart of my thesis, “What Am I?” likewise has been answered in a relative manner in the course of our argument. By a process of elimination the search has led to the innermost compartment. Here, at the end of the trail the “I” knows itself for what it is: “I am that I am,” and comes to a soul-satisfying rest. There is a feeling of permanence and priority about it. Paradoxical as it may seem, this “I” I first viewed in the self-adoration of bombastic “I”ness finally emerged into the light and humility of allness—“that thread of all sustaining beauty that runs through the all doth all unite.”

The subject has spun itself out to the end. The conclusion sweeps our heart strings with its mighty tempo; convictions burn within us with utilitarian fervor.

In the glowing embers, a maxim of happy self-discipline shapes itself. In cool neon letters the enveloping self reads: “I live in the larger ‘I.’”

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## PHILADELPHIA CONVENTION

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After the successful convention of the Midwest Section of the American Physical Education Association which with its 800 participants was one of the best attended conventions of the section,

comes that of the national organization at Philadelphia, April 19-23. The program as printed in the Journal of Health and Physical Education (April issue) contains so many highly interesting parts that we can not begin to list them in the small space available in our Alumni Bulletin.

Reunion luncheons will take place on Thursday, April 21, from 12:30 to 2:00. Normal College Alumni will have tables reserved. The College office has sent a letter concerning this to all Alumni in the eastern half of the country and a return post card asking them to indicate whether or not they will be present at the reunion. At this writing, a week after the letters were mailed, twenty-four replies have come in. It is to be hoped that more Normalites will attend the convention and the reunion. After reading this, send your postal at once if you have not done so.

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## PAY YOUR DUES

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Alumni Treasurer Curt Toll wants us to call attention to the fact that many members have disregarded the little notice that he sent to all at the beginning of the year for the annual fee of \$1.00.

Where is there another Alumni Association that offers membership including the publication of the organization, for one dollar? You get all the news about the College and the Alumni, and many interesting articles besides, and you help to pay for the initiation dinner given the graduates each year—all for one single, solitary dollar. To offer you still more, the Association has decided to publish the Bulletin four times per year now instead of three. Immediately after finishing this little notice, get your check book, pen and envelope and mail one dollar to Curt Toll, 326 N. Riley St., Indianapolis, Ind.

## STUDENT ACTIVITIES

## All-Student Association

On Wednesday night, March 16, at 7:30, a business meeting was held in the small auditorium of the Athenaeum. Following the meeting, we all went upstairs for a dance. This new idea of combining a business meeting and a social gathering drew a good attendance.

On Friday night, March 25, at 7:30, the Juniors gave the annual program. The All Student Association completed the evening's entertainment with a Spring Vacation Hard Time Dance.

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## Student Council

At the start of the second semester, new Student Council members were elected by the various classes. This necessitated election of new officers in the Council. The new officers are:

President, Charles Hertler.

Vice-president, Kenneth Walker.

Secretary, Henrietta Zimmerman.

Since the last issue of the Alumni Bulletin, the Council has transacted some very important business. Unfortunately it was necessary for the Council to recommend severe punishment for an offense of cheating by one of the students of the school. These cases, we are glad to say, are not frequent, but when they do occur, it is felt that the penalty should be such that the standards of the school and Council may be upheld.

The Council is anticipating making some changes and additions to its constitution which will aid in making this organization a stronger and more efficient one.

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## Juniors

The Junior class is all "keyed" up for the big event of the year, "graduation", an event of sadness mingled with gladness.

At present, we are working on a little program for a Junior Entertainment which we feel sure will be a success.

This is probably the last time we shall all be together and so we wish each other all success in our chosen field, "Physical Education."

We mourn the loss of one of our class mates, Mr. Gerhardt Haase, who met with a fatal accident. Although we didn't know him long, we all admired his ability and cheerful personality and we send our sincere condolence to his widow.

A. M. T.

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## Sophomores

We are well along the way toward making a success of our second term. Finals passed with some anxiety on the part of the sophomores. The freshmen, as usual, laughed to see a sophomore get up from his chair and move first one leg and then an arm muttering to himself, "I wonder what muscle this is?" Let them laugh, they will be doing the same thing next year.

Classes are now moving quite smoothly under the guidance of the seniors. We do miss Mrs. Hester to the greatest extent. We most sincerely wish her a speedy recovery.

The basketball season ended by the boys having inter-class competition. The boys playing on our team were: Kenneth Deeter, Arthur Gordon, Peter Muto, Paul Smaldone and Thomas Woods. The subs were Fred Bifano, Hubert Lee and Frank Prybylski. The sophomores were victorious over the juniors with a score of 57 to 29. The final game played was between the freshmen and sophomores. It was a battle to the end and a very good game. The frosh won by a score of 23 to 10. The cheering section of the sophomores was most amusing but they did urge our team on as much as they could.

S. P.



### Freshmen

During the last month, two members of the freshman class spent two weeks at the Methodist Hospital. They had their troublesome appendixes removed, and now they have returned to class. Miss Hollebosch and Miss Wolter say that they enjoyed their visit at the hospital more than could have been expected.

Another big event of the school year has passed. Rush is over and the pledges are proudly wearing their pins.

The class has been looking forward to spring vacation. Of course, there's nothing very surprising about that. However, I believe, that everyone will wish to return to school after vacation and finish the year with a lot of pep and activity.

Here's wishing everyone a happy springtime and only a mild attack of spring fever!

T. B.

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### Dormitory

Oh, what excitement we have had! Two of our freshmen were taken to the hospital. No, it wasn't because of what they ate or because of rough treatment from the sophomores. They just decided to have appendicitis. The two who caused such a disturbance were Ruth Wolter and Lillian Hollebosch. We are very glad and happy to say that both girls passed through their operation splendidly and are continuing their school work now. We did miss them a great deal.

The third floor of the South Wing has been opened for the girls to use once more. In this way we have more room and the girls are no longer crowded. We hope and expect everyone to do more studying now and to raise their grades.

All the girls were very sorry to hear that Fletcher had left us for good. After so many years of faithful service, it seemed strange to have another in his

place. We do like Mr. Settler, our new janitor, very much. We are also very fond of his wife and baby son. There is one great danger and that is that baby Charles will be badly spoiled because some girls are always fighting for a chance to hold him.

S. P.

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### Phi Epsilon Kappa

The officers of Phi Epsilon Kappa for the year of 1932-33 have been elected as follows:

President, Carl Dannenfeldt.

Vice-president, Kenneth Walker.

Secretary, Frank Bild.

Treasurer, Clifford Barnes.

Historian-Editor, Hubert Lee.

Assistant Historian Editor, William Klier.

Guide, Arthur Werder.

Sergeant-at-Arms, Frederick Martin.

In spite of the stormy weather the flag of Phi Epsilon Kappa is flying as gloriously as ever. (Some say more gloriously, but that may rest in peace; a braggart gets no credit even if he is right.) In the latter part of February the following men were pledged: Anton Grossman, Paul D. Earnest, Herman D. Eakin, William M. Pump, Henry F. Stroer, Chauncey Linhart, Raymond Zimlich, William Beechman, Robert G. Bredenberg, Paul Fiening, Frank J. Philipps, Harry S. Grabner, Francis H. McCarthy, William E. Dregalla, Steve Geisler, John J. Candee, Harold Hinman and Kenneth E. Deeter. With these prospective members to rely upon there is no cause to worry about a depression twice as bad as the present one. At the present the pledges are standing the rigors of the test in a commendable manner (standing will soon be a second nature to them). They have the makings of good and loyal brothers of Phi Epsilon Kappa.

Brothers Plag and Kreuter have been elected to represent Alpha Chapter at

the National Convention of Phi Epsilon Kappa at Iowa City, Iowa, April 1, 2 and 3. This responsibility could not have been placed in more capable hands.

April 9 is the date for this year's Founder's Day Banquet. The banquet is to be followed with a dance. All the brothers anticipate a time that will make this event one to be remembered.

May 7, Dad's old moth eaten tuxedo will be recalled from retirement to do service at another spring dance to be held at the Highland Country Club. Mr. and Mrs. Emil Rath and Mr. and Mrs. Alvin Romeiser have honored us by consenting to act as chaperons. After this release of pent-up energy (?) it will be necessary to fall into the humdrum monotonous routine of school; study, eat, and cat-naps in class. Alas and alack, one can expect little more out of college life, it is the price of future success.

F. Bild, Secretary.

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#### Delta Psi Kappa

Well, the original grubs (worm) have finally evolved to the pupa stage. Nine of them are ready for that chrysalis that will ultimately become the butterfly of tomorrow.

Nine girls of those introduced to the group by the rush parties, February 19, acquired the desired step to the pupa stage through the medium of two tiny ribbons (blue and gold) that marked them as members of our specie. Conclusive evidence of their emergence from the pupae and into the stage of the chrysalis was derived from the effect of the formal pledge ceremony, held at the home of Dorothy Rath on March 8.

We are very happy to tell you that the following girls were pledged by our new chaplain, Evelyn Sackett: Irma Klafs, Lucille Jost, Irene Mazenauer, Nell Wankelman, Emma Rolf, Helen Walker, Ruth Wolter, Helen Abrahamson and Lillian Hollebosch. Each of the pledges

has her chosen "Big Sister", who will guide her through her pledgeship, and keep her busy with tasks and errands.

Alpha has just loads of plans and fun ahead of her for the future, but we'll save these and tell you about them in the next issue.

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#### Phi Delta Pi

Now that spring vacation is over, and we are all well on the last lap, our thoughts turn to the final fraternal activities for the year.

The formal initiating of Thelma Meyer, Thelma Berry, Viola Koster and Opal Watts will take place very shortly. Elmira Simpson, Muriel White and Lorene Miller will continue as pledges.

Plans for our spring dance are "in the air", and announcement of it will be made very soon.

We have been having some fine support from our alumni in Indianapolis, and hope to have a get-together with them before we board the "Special" for camp.

B. C. M.

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#### Goethe Day

Tuesday, March 22, was known as Goethe Day to the German Classes here. It was the centennial of Goethe's death, and therefore received the emphasis due it.

Mr. Mueller, Professor of German, spoke to the beginners and advanced classes on Goethe's life and experiences. He chose as his subject, "The Education of Goethe". He told of how he was tutored by his father, and entered a university without ever attending the preliminary schools. Here he became interested in various subjects and would not drop any subject until he had gone deeply into it. He believed more in the practical side of education than in the theoretical side, that is, when studying botany or geology he would go out into

the fields and mountains; likewise with art, dramatics, etc.

Mr. Mueller stressed the fact that all of Goethe's life was an education to him; his escapades with the Duke of Weimar; his trip to Italy; his holding of the various offices in the Court of Weimar; and his life and companionship with Schiller.

This centennial is celebrated all over Germany and also in the German societies, schools, and clubs all over the world.

L. P.

### THREE-YEAR COURSE ABOLISHED

The 1932-33 catalog of the Normal College has recently been sent to all Alumni. It should interest all if for no other reason than that several new plates of half-tones are printed in it, two of them picturing scenes at Camp Brosius, and another showing some of the Normal College rooms and the new small gymnasium.

However, one other and much more important innovation in the catalog should not escape the Alumni's attention: Under "Courses Offered" it is stated that the following College Courses are given: A four-year course leading to the degree of Bachelor of Physical Education, and Graduate courses leading to the degree of Master of Physical Education. This means that the three-year course has been eliminated, and that the present school-year is the last one in which diplomas for that course will be granted. Of course, one may finish two or three years of the course and still secure a teaching license in states where this is possible; however, many states require the completion of a four-year course now for any license, New York following other states this year.

By changing its regulations in this manner, the Normal College is keeping step with the developments of education in this country.

### SUMMER SESSION

A few days after the mailing of the Normal College summer session program, the first registrations were received; it therefore seems that attendance at this year's session in Camp Brosius will be higher than usual.

All Alumni whose addresses are on file in the College office, have been mailed a copy of the program. It describes the courses to be given this year among which that in Modern Physical Education by Carl Loges of Germany is very interesting and promising. It also gives information about rates for tuition and room and board which are considerably lower than last year.

An interesting and profitable summer session is to be expected. Alumni who wish to acquire new material and credits toward the degree of Bachelor or Master of Physical Education, and who are looking for a worth-while vacation in connection with summer work, will do well to register for the course at Camp Brosius.

We would also urge upon all Alumni the need of calling this session to the attention of other teachers who may be interested and who can not be reached otherwise. If any one wants additional copies of the summer session program they will be gladly furnished upon request.

### REMEMBERS THE COLLEGE

Gustav Hanssen, who died on July 16, 1930, bequeathed one hundred dollars to the Normal College and after settlement of the estate, this sum has now been paid.

Mr. Hanssen was graduated from the Normal School of the Turnerbund in 1877 and taught physical education mostly in St. Louis, where he conducted a private school until a few years ago.