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Egyptian Staff

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THE EGYPTIAN

VOL. I

CARBONDALE, ILL., MARCH 30, 1921

NO. 3

COLLEGE CLASS VISITS LIGHT PLANT

School work is made more interesting by connecting it with the real. When we see the principles working in some factory or plant we have a greater appreciation for the things which go to make up the system. In order to see some of the things they had been studying in actual practice, the college physics class accompanied by Mr. Boomer made a trip to the light plant Monday morning. The manager took them through the plant explaining the functions of the various parts.

Among the things of importance were the 33000 volts on the high lines bringing the current from Harrisburg. This voltage is reduced by transformers to 2300 before going to the switchboard in the local plant. The 2300 volts is used for arc lights on the streets and in the opera. From the 2300 volts the current is reduced to 440 volts not for any actual use. From this the current is reduced to 220 and 110 volts for use with motors and general purposes.

There are local plants at Anna and Carbondale. These local plants are used when it is necessary to shut down the main plant at Harrisburg, giving service to the towns along the line. In connecting these local plants it is necessary to have both dynamos in step. To do this there are lights on the switchboard which are connected in such a way that when the dynamos are in step the lights go out, while the lights are out the switch is thrown in and both dynamos are working together.

The lightning arresters are interesting as they allow the 33000 volts to pass yet when lightning is on the wire they allow it to jump across the horn gap and go through the magnets to the ground.

While all these things were interesting and instructive the class did not pass by the dangers that go with the production and transfer of the current. The class was shown how the live wires were handled with rubber gloves, and told how to get a person off a live wire by using a dry piece of wood to remove the body from the wire. If the person is unconscious or shows no sign of life, apply artificial respiration. The manager said he had worked with electricity for more than twenty years and that he had learned to have a great deal of respect for it.

If persons understood how complicated the machinery that gives us our lights is, and the skill required to operate it, there is no doubt that there would be less complaint when the lights are off for a few minutes.

LISTEN, TEACHERS!

Have you ever heard of the "Obelisk?" If you haven't, read this, if you have, we know you will read this without being told.

In this year's "Obelisk" you will find all the usual things you would find in any high class school annual. Including views of buildings and campus, of classes at work in the different laboratories. Perfect pictures of the bronze tablets which you will find in the foyer of the auditorium. A full page out of the wonderful memorial exercises held in the auditorium on Armistice Day. This cut shows the ten empty chairs, draped in the Stars and Stripes, with ten girls decorating them with wreaths. The chairs being placed there in honor of the ten young men from this school, who made the supreme sacrifice. Of course you will find excellent pictures of the faculty, seniors, juniors and all the other organizations of the school. There are snapshots of the faculty and a lot of other snappy stuff. But the real feature of the whole book is to be the ALUMNI SECTION. In this part of the book you will find many whom you know but have perhaps lost track of. It will contain pictures of many of the old students of this school. In these pages you will be able to find out where many of your old class mates now are, what they are doing, and what all they have done since leaving school.

We are receiving orders every day this early in the spring for copies of the "Obelisk." If you are a graduate of this school, and have not received a letter from Mr. White, the Alumni editor, stop at the business office, left side of auditorium lobby as you enter, and ask for an Alumni blank to fill out. This will not cost you anything but will insure your name appearing in the Alumni section of this year's "Obelisk." The annual will be of the very highest quality throughout. It will be bound in a limp leather binding, and printed on the best quality, gloss finish paper. We ordered only 600 copies of the annual. At the time of ordering we had not planned on including an Alumni section and therefore are not sure that we will have enough copies to supply the demand. This isn't advertising bunk at all. But we are receiving so many orders for the annual from old students (orders which have not been taken into account when placing the orders for the number of the copies to be printed) that it will be well to place your order for your "Obelisk" as early as possible. The leather bound edition costs \$2.50. The composition book, which makes a very attractive and serviceable binding, comes at \$2.00. Leave your order at the business office. The book will be mailed to you about the first of June.

THE INTER-CLASS BASKET BALL GAMES

Seniors Victorious—All-Star Team Selected.

The Senior boys won the championship of the inter-class basketball series. They came out with a clear title by defeating all of their opponents. The would-be champions, Juniors and Third year, were left far behind. The following players led their team to victory: Center, "Big Foot" Taylor; forwards, "Red Winn" and "Doc" Foster; running guard, "Knockout" Burroughs; standing guard, "Speedy" Holliday.

Although at times the playing showed unnecessary roughness, the games as a whole were clean and fairly fought. The scores of the games are as follows:

- Seniors 19, Juniors 12.
- Seniors 12, Third Year 8.
- Seniors 26, Second Year 7.

- Seniors 23, First Year 6.
- Juniors 18, Third Year, 10.
- Juniors 24, Second Year, 12.
- Juniors 21, First Year 2.
- Third Year —, Second Year (forfeited by Second Year.)

Third Year 10, First Year 19. Second Year 20, First Year 2. The Alumni forfeited all of their games, and the fourth year was unable to organize.

Standing of the Classes:

1. Seniors	-----	100%
2. Fifth Year	-----	75
3. Third Year	-----	50
4. Second Year	-----	25
5. First Year	-----	0
6. Alumni	-----	0

Heard Down Town: Junior reading advertisement—"Soft hats to suit your heads!"

Junior: "Guess I'll get one."

Mickey Keith—"Ain't nobody got no crackers!"

"PEG O' MY HEART" AND "CHARLEY'S AUNT"

Selected For the Plays in the Spring Entertainments.

Plans for the spring entertainments are well under way, and there is every indication, that the two programs will be the best the societies have yet staged.

It has been the custom for several years for the Zetetic and Socratic literary societies of this Normal to put on an elaborate performance the last two nights before commencement. The programs consist of work that the two organizations have done in a literary way during the past school year. The main feature of each evening is the play. These plays are usually high class comedies to which are attached high royalties; and for the most part, are plays that have only recently been released from the professional stage for amateur production.

"Peg o' My Heart," and "Charley's Aunt" are the two that Miss Trovillion and the entertainment committee have selected for the season, and part of the cast has already been chosen.

"Peg o' My Heart," by J. Hartley Manners, was first produced in Los Angeles, California, on May 26, 1912, with Laurette Taylor as "Peg," where it ran for one hundred performances. The comedy has been performed in the United States and in Canada 5,987 times. It has been played also in India and in Holland, and arrangements have been made for its translation and adaption in French, Italian and Spanish.

"Charley's Aunt" is an English comedy, full of the keenest humor and presenting clever and unique situations throughout. This is not a published play, and it was with the greatest difficulty that the manuscript was secured. It is seldom played off the professional stage and as a result the society members are to pay a high royalty in fees for the privilege of presenting it.

The cast, as far as possible, will be chosen from the seniors in the two societies and from those especially who have had training and experience in the Strut and Fret dramatic club.

Miss Neber to David Holladay:

Do you know Gladys Steele?

David—Yes.

Miss Neber—I sure do love her, don't you?

David—Why, yes, I could love her to death.

The EGYPTIAN, \$1.00 per year.

CONCERNING TEACHERS AND TEACHING.

There was a time when there was a deep-seated prejudice against the teaching profession, and through three hundred years of literature the pedagogue was held up to scorn by the satirist. He was pictured as a man who belonged to the humblest social class, an uncouth figure, equipped with a sort of false scholarship, the butt of all the bright pupils. Shakespeare, Sir Walter Scott, Goldsmith, Irving and Dickens, each in turn made him the subject of his railery and the victim of his mockery. Then came a better day, when the teacher began to be looked upon as a leader, and for twenty-five years immediately preceding the world war, the teacher held a somewhat enviable position in his community. He represented a better social class than the old time school-master; his salary permitted him, and his cultivated taste led him to dress in the same fashion as the banker, the lawyer or the doctor. The city superintendent became influential through his alliance with the professional men and business leaders of the community. The high school principal won for himself a position among these men and a substantial place in the regard of the community, because he was usually a member of scientific or literary organizations, and these affiliations gave him standing in his community. His associates in the high school shared his place in the public regard; the teachers in the grades became leaders in the women's clubs, in the literary organizations, and in the civic federations of the communities.

Then the world war came. All at once in nearly every line of activity untrained people were able to secure better wages than highly educated, trained teachers. In the months following the delirium of armistice day there came a reaction from the heroic attitude of the days of storm and stress, a wave of aversion beyond all previous experience, selfish and sordid, swept the world. All other sounds were drowned by the clamor over salaries and wages, the high cost of living and the infamy of profiteering. To the host of manna worshippers the Constantinian miracle of the fourth century seemed to repeat itself, only this time it was the dollar sign that blazed in the heavens, and over it ran the old legend: "Under this sign you shall conquer." Furthermore, there seemed all at once to be revived the centuries old contempt for the teaching profes-

sion. With the close of the world war the ambitious boys and girls in all the high schools in America headed toward the great universities, and there was scarcely a boy left in the secondary schools who had any thought of entering the teaching profession; even the girl who was definitely planning to go to the normal school was a rare exception in her class. Some of them hoped to get into the teaching work for a year or two, entering through examination, or through an emergency certificate; but only the members of an insignificant minority were planning to make teaching a life work.

It seems to the writer that the time has come to make an examination of the situation to see whether the teaching profession is so destitute of attractions. To begin with, the teacher's wage to-day can no longer be called wholly inadequate. Last year the girls who finished the junior college work in this school obtained positions averaging more than \$1200.00 for nine months of work. One girl reached the high water mark of \$2000.00 for thirty-six weeks. It is doubtful if there is any other line of activity in which girls with only two years of training beyond high school, could hope for an equal reward. The young men in last year's class finishing the junior college work, secured positions ranging in salary from \$1500.00 to \$2400.00, with an average above \$1800.00. With the exception of four members of the class, the salary was for thirty-six weeks of work. It should be noted, too, that one-half of the young men and more than one-half of the young women had never done any teaching except in the practice school connected with this institution. It would be interesting to compare these first-year earnings of our graduates with the first-year earnings of lawyers and doctors.

It will, of course, be conceded that no teacher can ever hope for the splendid rewards that sometimes come to the particularly brilliant and fortunate in medicine and law, and certainly he can never hope for the material rewards that the successful business man may properly expect; but at the same time, the fact should not be overlooked that now and then a school-master really attains to wealth through the success of a text-book. America has within fifty years had at least a score of school men rated at more than \$200,000 each, the bulk of these for-

tunes, of course, being derived from royalties on popular text-books. There are many teachers who add from \$1000.00 to \$2000.00 per year to their annual incomes by Chautauqua and institute lecture work through the summer vacation, and in the course of thirty or forty years of professional life these accumulations amount to no inconsiderable sum. It is safe to say that the city superintendent in any town of more than three thousand inhabitants has more money to spend on his family than the average lawyer, doctor or merchant in his community.

Even if the teacher's pay were still unsatisfactory, there are attractive features about the work which would more than compensate for the possibly small income. The eight-hour day has long been the ideal working period set by labor. In the case of a few highly organized labor bodies the goal has been attained, but for a large portion of humanity the working day is still considerably more than eight hours in length. The teacher, however, long ago attained to this ideal and passed beyond it. The actual working day in school does not ordinarily exceed six hours. In many positions it is even less. Teachers who like to magnify their woes often talk about having to work half the night correcting papers and preparing the next day's lessons. There are undoubtedly times when a teacher has to do work beyond the usual working period, but if the teacher were to time herself accurately, she would generally find that sixty minutes a day would cover the time actually consumed in the performance of the additional tasks. Then, the working week is the shortest known to labor, and we are the only profession or occupation, that is uniformly granted a full holiday on Saturday. From 4:00 o'clock Friday afternoon until 9:00 o'clock Monday morning is a long period for rest and recreation. Again, I know it is not uncommon for teachers to pour out a jeremiad over the amount of labor that is required of them on Saturday. I think it will generally be found, though, that really capable teachers manage to get most of their work off within the regular school hours, and they generally have Saturday free for whatever activities they wish to engage in. A week of thirty required hours, with even ten additional hours thrown in for good measure, is not a burdensome assignment of work. Then, beyond all this is the long summer vacation. I know again what the wailers wail. They say "The salary stops but our expenses go on." A teacher's salary is presupposed to be an annual wage, and if the salary stops it is only because the teacher is lacking in thrift. As a matter of fact, the best teacher

does manage to make a real holiday out of the summer vacation, and this long period of freedom from any worry, an opportunity to engage in one's chosen activity, is really a golden occasion.

Neither is it a small thing to have as one's daily occupation a line of work that continually serves as a stimulus to one's intellect. A teacher may be dull, even unscholarly—unfortunately many of them are—but there is no reason why any teacher should remain unscholarly. Even if not gifted with a keen mind, the years of opportunity for study should lead ultimately to the goal of scholarship, and the satisfaction of knowing that one is lifted above the mass in point of intellectuality is of tremendous worth.

Then, too, although some may not understand this, yet there are many who will understand, there is also a tremendous satisfaction in feeling that our work is, in a large degree, an unselfish one. If not wholly unselfish, because we are, from beginning to end, working for somebody else, striving to help each one committed to our care to realize the best possibilities within himself; trying to fit him to do his part in the world; trying to help him make the most of life.

The material that we work in is dual in nature; on the one side is the developing mind of the learner, on the other is the subject matter. There is no emprise higher than that of unfolding the secrets of nature, beginning with the nature study in the grades and culminating with the science work farther on; through geography, to open up our kinship and interdependence with the whole wide world of men and things; through mathematics and the allied studies, to give those forms of intellectual skill that shall enable the worker to win his daily bread and his place among thinking men; in pictorial art, to open up a whole enchanted world of form and color; through history, to make the learner's life touch, in some degree, the lives of all those who have lived and wrought and passed away; through literature, to bring him into sympathy with the ideals that have everywhere stirred men to noble action; and by means of all these things, to surround with an atmosphere of glory the lives of the humblest of these who sit at our feet as our pupils and disciples; and in the doing of all this, we, the teachers, the interpreters, fare onward through a world illumined by "the light that never was on land or sea, the consecration and the poet's dream."

H. W. SHRYOCK, President.

Southern Illinois State Normal University, Carbondale, Ill.

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(Continued on page 6)

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Clyde Brooks	22
William Rude	23
Ransom Sherertz	24
Ana Huffman	25
Elmer Schuette	26

Lives of editors remind us,
That their lives are not so sweet,
For they have to work like thunder,
And a thousand questions meet.

The prospects for the Spring term are better than ever. Most of the winter term students are coming back; many new students are coming in.

We desire to call your attention specially to our advertisers in this issue of The Egyptian. Most of them have carried ads from the beginning. We hope you will keep these loyal supporters of The Egyptian in mind and give them your trade. They are our friends.

WHAT THE EDITOR HEARS.

When will the Egyptian be out?
Now don't say too much about the faculty. (We couldn't.)
Will you put this joke in? (We would if we had a picture of it.)
How soon will all the copy be in?
Have you got anything about me?

AT HOME FOR EASTER.

Many former students have returned to their Carbondale homes for the Easter holidays. Among others Arthur Browne, '18, and Richard Browne, '19, from the University of Illinois; Adella Mitchell, '19, from Northwestern; Henry Brohm, '19, from Chicago University; Donald Renfro, '19, from DePaw University; John Goodall from Missouri Military Academy.

ALUMNI AND FORMER STUDENTS

This issue of The Egyptian is dedicated to you. We hope the idea of a school paper meets your hearty approval. We count on your cordial support. We want your subscription. We want contributed articles and news.

We are proud of the record our former students are making. Keep us fully informed about yourselves.



SUPT. ROY V. JORDAN,
Herring City Schools.

President of Southern Illinois Teachers' Association. Mr. Jordan, who graduated from S. I. N. U. with the class of 1905, received his Ed. B. degree here in 1914, and his M. A. at the University of Illinois, 1920. Supt. Roy Jordan ranks among the strongest school men of Illinois.

SCHOOL SPIRIT

If you ask a teacher, "what is school spirit?" he will answer that it is the ambition and the will to do found in each individual member of a class. Ask the president of any of the various school organizations and he will tell you school spirit is manifested in the enthusiastic support of his particular group. Ask the same question of the cheer leader; he will tell you it is the ability of his school to make noise.

However, if the same question is propounded to the Principal of a school, since his eye embraces more than a classroom, and his ear is attuned to something more than mere noise, his answer, broader in scope, will give us the true definition, "What students are getting the most out of high school life?" We find the answer to the questions summed up in the following proposition: first, a school is established primarily for the studying of designated subjects; that the first duty of a student to himself and to his school is that he maintain a satisfactory standard in these prescribed subjects. Second, the student is an integral part of a social organization, the school, and that as a part of his training for future life he is bound to take part in school activities outside of his classroom.

The student who develops himself in the first, but neglects himself in the second, is acquiring the theory only. The second duty is the putting into practice that which he has learned. He has developed in a one-sided manner just as truly as a man may over-cultivate the body to the neglect of the brain or vice versa.

Many a high school and college graduate has learned to his sorrow that the world oftentimes rewards the man with less book knowledge but with more of the qualities of tact, co-operation, and leadership

which he learned through social activities of his school.

Third: when we find a student qualifying in the first and second stages he easily becomes a loyal enthusiastic smoothly working part of the organization known as our school.

So, when we find the students of S. I. N. U. measuring up to these qualifications; earnest conscientious workers in their classrooms; cheerful, willing workers, ready to lead or to be led in the school activities, they will find themselves getting the most out of their normal school. Then the teachers, the president, the cheer leader will have nothing but praise for our school spirit.

Therefore, this is the golden opportunity to show your loyalty—

SUBSCRIBE FOR THE EGYPTIAN IMMEDIATELY.

NOW, THEN

Now then, I am not going to be here for the Spring term, and I want you to put this advertisement in the paper so little Virginia will know that I am not coming back. It's so sudden like, and I always could write what I never dared to tell—don'tcha know. Yours till I fall.

"DUPE."

Now Then, don't tell any members of the faculty that I didn't see what was coming. The I. C. ran into my Dodge and the battery has been dead ever since. I wish an insurance agent would come along and help Miss Newsum and Miss Bowyer push the old car home.

"MAE."

Now Then, we had a great big time last Thursday. Some of the visiting members of the faculty came out to see us, and Miss Bell sent some of the little girls down town after some more red and green Easter eggs for them. Most all of the shyest girls ran off and hid under the electric lights. Some of them accepted invitations to a six o'clock dinner elsewhere.

Now Then, please every body that I am President of the "Ag. Club," and to put in all the "dope" about my popularity with the girls. I am going to have my picture made and send it to you, also. Yours,

HAROLD ALLISON.

Now Then, there is a little poem in the possession of some of the Anthony Hall girls and I don't want any one to think that I have ever had anything to do with it. I never even read it and if you don't believe me, just ask some one that knows.

Yours,
ELVIE.

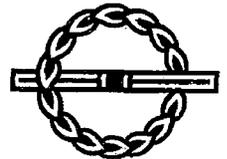
Miss Esther Markman, a very popular member of the Senior class, has accepted a position to teach English in Danville, Ill. It is deeply regretted by the Senior class that they will not have her with them the remainder of the year.

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THE MUSICAL ATTRAC-
TION OF S. I. N. U.**

The Normal orchestra, as in the past will furnish the music for the S. I. T. A. program here March 31 and April 1. A full concert will constitute the opening of each evening session. These concerts have always been considered the most entertaining feature of the Association's general sessions.

Especially attractive programs have been prepared for this year's meeting. Among the numbers to be played are, the following:

- Selection from "The Mikado,"—Sullivan.
- Light Cavalry Overture—Suppe.
- War March of the Priests, From Athalia—Mendelssohn.
- Althalia—Mendelssohn.
- Polonaise Militaire—Chopin.
- Ballet Egyptian—Luigini.
- Selections from the Bohemian Girl—Balfe.
- Wooden Shoe Dance, From the Suite "In Holland"—Kriens.
- March, "Pomp and Circumstance"—Elgar.
- The Chantyman's March—Souza.
- Founded on Working Songs of the Sea.

The personnel of the orchestra is as follows:

- Glenn C. Bainum, Conductor.
- Violins—Julia D. Chastaine, Edward Landis, Ralph Swain, Norma Keen, Vernon Patterson, Leo Gardner, Frances Smith, Charles Renfro, Kennon Renfro, Ralph Turner, Emilie Kerstine, Zela Ford, Frank Meister.
- Clarinets—John Hayden, Jule Hunter, Eugene Werner.
- Horns—Deneen Watson, Maurice Pyatt.
- Trumpets—Claire E. Carr, Harold K. Pritchard, John P. Wham, J. Paul Foster, Charles Allen.
- Viola—Burnett Shyrock.
- Violoncello—Wanda Johnson.
- Bass—Demard C. Lee.
- Organ—Ruby Robertson.
- Flute—Ralph Bailey.
- Trombones—William P. Atwill, Clyde Brooks.
- Kettle Drums—Joe Youngblood.
- Percussion—George Wilson.

**FORMER S. I. N. U.
MEN WIN HONORS**

Word has just come to President Shryock that Richard Browne, and Oliver Loomis of the class of 1919, are two out of twenty-seven to rank as "A" men at the University of Illinois this year.

In a letter from the President of

Oberlin, Frank B. Hines, Jr., of the high school class, '20, is commended for excellence of work.

**HOUSEHOLD
ARTS PROJECTS**

This week has been a very busy one in the Household Art department, as the girls who are taking their senior work in cooking have been demonstrating the preparation of different phases of this work, such as, "Cooking of Meats," and "Preparing a Menu for a Simple Luncheon."

The demonstration on "Cooking of Meats" was given by Wilda Deelie who was assisted by Alice Cape. It consisted of the cooking of a tough cut of meat in the pressure cooker, and a pan broiled steak. This was served to the people who observed the demonstration in order that they might judge for themselves of the success of the experiment.

Pauline Gates, assisted by Florence Huffman, showed how lunches should be prepared and packed for children of the Rural School, and she also emphasized the importance of serving one hot dish with the lunch. Teachers who have tried this in their schools declare that the general health of their pupils has been improved; their pupils are more willing to go to school on cold days and are doing more efficient work.

The demonstration which would have appealed most to the Housewife of today was the preparation of "Left Overs" demonstrated by Fern Williams, assisted by Vernice Jones. Those who tasted the bean and pea salad and cereal pudding agree that they were very appetizing dishes.

A simple meal prepared for two people consisting of: Salmon soufflé, bread and butter sandwiches, lettuce salad with French dressing, Blanc Mange with whipped cream and almonds and milk was prepared by Alice Cape assisted by Wilda Deelie. This was served in a very pleasing manner.

These demonstrations will be continued next week until all the girls have proved their ability to put into practical use the things which have been taught them. The demonstrations would have been very interesting to others not taking the Household Art Course.

Another very interesting feature of the work was the preparation and serving of 5 o'clock Luncheons by the same girls who gave the demonstrations. Helen Young pre-

pared a very simple meal consisting of the following menu:

- Cheese soufflé
- Scalloped tomatoes Stewed corn
- Lettuce salad with French dressing
- Rolls—Butter
- Baked apples with whipped cream
- Vernice Jones acted as waitress in the serving of this meal, and Alice Cape proved to be a very entertaining hostess to Miss Jones, Wilda Deelie and Pauline Gates who were her guests.

On the following Tuesday Vernice Jones was given the opportunity to prove her ability in cooking the following:

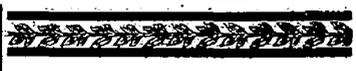
- Cream of Asparagus soup, Crackers
- French Omelet with Cheese sauce
- Muffins—Butter
- Caramel junket
- Miss Krill, Miss Jones and Miss Bell were well pleased with the service given them by Miss Helen Young and their charming hostess Miss Fern Williams.

The next day Vernice Jones acting as hostess served a very delicious meal prepared by Wilda Deelie. The guests at this luncheon were Alice Cape, Miss Krill and Miss Jones. Pauline Gates waited on the guests at this luncheon. The Menu was:

- Salmon soufflé
- Creamed potatoes Confection salad
- Rolls—Butter
- Slice pineapple Oatmeal Cookies
- Tea

A St. Patrick's Luncheon was prepared by Pauline Gates and served by Wilda Deelie. Fern Williams having proved such an affable hostess at a previous luncheon was again given the opportunity to entertain Miss Bell, Miss Jones and Miss Krill. Green was the color scheme used in the following menu: Baked potatoes stuffed with drier beef and potato
Cottage Cheese salad with French dressing
Biscuit—Butter
Irish Mountain ice—Angel food cake
Tea

The guests who have been entertained by the different girls feel that some of the schools of the State will be fortunate in securing these girls to teach similar work to the pupils of their schools.



STUDENTS

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Special Invitation to Students

Carbondale Candy Kitchen

Manufacturers of Candies and Ice Cream

CARBONDALE, ILLINOIS

THE ENGLISH I. PARTY

A very instructive and most enjoyable entertainment was given Tuesday evening, March 22nd, at the gymnasium, when the Eng. I. classes of Misses Bowyer and Trovillion entertained Miss Cox's Eng. I. class.

The party was given by Misses Bowyer and Trovillion, who appointed a committee to select students from the Eng. I. classes for the entertainment and various other tasks to be performed at the party, succeed commercially.

Melvin Lachord, major domo throughout the evening, delivered a very impressive welcoming address, dwelling upon the greatness of the occasion.

A solo was given by Victor Smith, followed by a reading by Emerson Hall. Elmer Schutte then told of some of his thrilling experiences, fifty years ago, in the jungles of Africa.

A heated debate followed, the question being, "Are the Eng. I. Girls better looking than the Eng. I. Boys?" The negative side of this debate won, but the girls are quite certain this was due to the fact that three of the five judges were boys.

After a few more interesting numbers on the program, Miss Cox and Miss Hickson poured tea at one end of the room and were assisted by the following students, Harriet Woodrome, Ella Ray, Joyce Douglas, Velma Morgan, Luna Greer and Janey Kell.

While tea was being served and a number of the boys were industriously washing dishes, games such as Three Deep, Drop the Handkerchief and the Virginia Reel were played at the other end of the room.

The Grand March was led by Elmer Schutte and Luna Greer, prize winners in the Ag. Club contest.

Anyone who was not there cannot imagine the enjoyment which the students as a whole experienced. Perfect English was spoken throughout the evening and we are sure that Miss Bowyer and Miss Trovillion should feel that the object lesson of this entertainment was very successful.

VERNA McKINNEY.

The above was the best paper handed in by the English I. pupils. The teachers used this means of motivating the weekly composition.

"Mickey is quite a noisy girl."

"Yes; she combs her hair with a bang."

AGORA ELECTION

The Agora has elected the following officers for the first half of the Spring term:

President, Albert Becker.

Vice President, Ellis Crandall.

Secretary and Treasurer, Deneen Watson.

Critic, Russell Merkel.

Sergeant at Arms, Robert Walter.

There will be a few vacancies the spring term, anyone desiring admission should see one of the above officers immediately.

It will be of interest to the students and especially those taking the Agriculture course, to know that Alvin Fishman, '13, is now in Kavila, India. Mr. Fishman has since taken his M. S. at the University of Illinois. He was the first missionary to be sent to a foreign country as a teacher of agriculture. Mr. and Mrs. Fishman are both members of the local Baptist church.

STUDENT VOLUNTEER UNION

Bess McGuire, Velma Turner and Ruby Keen were delegates to a Student Volunteer Conference held at Hedding College, Abingdon, Ill., on March 18, 1921.

The lectures were inspirational and showed earnest thoughtfulness. We found we knew very little of the world's missions and the needs for mission study are great. The main idea through the whole program was to get us to have world ideas and that's not merely village or even U. S., and to lead us from the selfish slogan of "America First."

HOUSEHOLD ART NOTES

Monday morning a demonstration was given on "The Feeding of Children," by Vernice Jones who was assisted by Fern Williams.

The last demonstration of the series given by the Senior girls was given at S. O. P. H. Club Wednesday evening by Florence Huffman, assisted by Alice Cape. This was on "Refreshments for Parties." All girls present agreed that this was very good and they enjoyed the Delmonico ice cream with Angel Food, Oriental Punch and Cornflake Macaroons which were served to them in such a pleasing manner.

The EGYPTIAN, \$1.00 per year.

S. I. N. U. ALUMNI.

(Continued from page 3)

Lillian B. Phelps '17, Principal of H. S., Golconda, Ill.

Earl Minton '17, Lieutenant U. S. A., Charleston, S. C.

Fred Brandhorst '17, Teaching, Thompsonville, Ill.

Daisy Reed, Herrin, Ill.

Katherine Colyer '18, Teaching, Champaign, Ill.

Henry Brohm '19, University of Chicago, Chicago, Ill.

Lois Carter, Teaching, Herrin, Ill.

Zeta Manner '19, Teaching, Herrin, Ill.

O. Leach '15, Teaching, Owaneco, Ill.

Ray Brummett '15, Principal H. S. Greenville, Ill.

Loren Abel '17, Principal C. H. S., Louisville, Ill.

Mac Floyd Abel '18, Louisville, Ill.

Glen Brasel, Manual Arts, Casey, Ill.

Marion Coker, Teaching, Louisville, Ill.

Julius Malrick, Teaching, Morrisville, Ill.

Elbert Etherton, Kinmundy, Ill.

Victor Kelley, University of Ill., Champaign, Ill.

Villa Lee Gates '19, Teaching, Long Beach, Calif.

Emily McGuire '20, H. S., Makanda, Ill.

Caroline Haladay '20, Teaching, Cleveland, Ohio.

Bertha Haladay '20, Teaching, Cleveland, Ohio.

Mary Eubanks—Mr. White, do you know where I could find Harvey?

Roy White—Either in the Botany or Chemistry room or with Dorothy Deitz.

Dr. Wilson Mills, evangelist of Kansas City, will begin revival meetings at Baptist church Sunday, April 3. Dr. Mills is a speaker of unusual power. Best music will be furnished by an augmented choir. Special invitation to students. (adv)

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No Amateurs

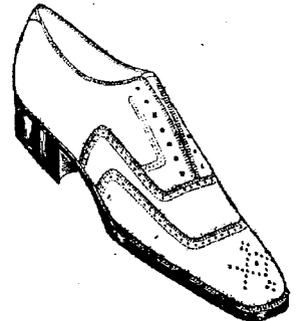
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**RECOLLECTIONS
OF A BEAU**

From a recently discovered number of the Spectator of Joseph Addison, Esquire.

Those of our readers who have followed at all closely our articles for the past few years, will recall the one written concerning the dissection of a coquette's heart, and the one on the dissection of a beau's head.

I shall now endeavor, to the best of my ability, to give a faithful description of the outward appearance of a typical beau, with whom I was associated in my earlier days, while attending school.

Although he met the rest of us boys with a dignified and reserved indifference, and did not court a close association with any of us, he was conspicuous enough in other ways to allow us to make a rather close study of his appearance and habits.

It seems to me now, looking back as I do over a number of years, that I never had occasion to cross the campus, when the weather was fair, without having the good fortune to meet him, in company with one of the opposite sex, slowly strolling along, each of them with book in hand as though started to some quiet spot to prepare a lesson.

Yet never did I see them engaged at this exemplary task; always they walked and talked.

Their conversation, as well as I as a casual observer, could make out, was never animated, but in keeping with their pace, which was always the slowest.

His companion might tire eventually, and cruelly leave him, to attend to what she probably deemed more urgent duties. He was by no means perturbed by this, however, but proceeded with calm deliberation to seek another, and continue the stroll.

The personal appearance of this ubiquitous character was somewhat as follows: about the average height, rather heavily built, with body and limbs out of ordinary proportion. This latter effect was partly produced by his manner of dressing. His rather long, thick body was supported by a pair of limbs which were indeed much too short to give an appearance of elegance. But he persisted in calling attention to them by encasing them in trousers so tight that he probably was compelled to use glove stretchers to aid in getting them to the proper altitude.

He terminated, at the lower extremity, in a pair of large feet, set off very conspicuously by the above mentioned trousers. At the upper, in a head entirely in proportion with the body. So large indeed was this necessary appendage that one wondered at the possibility of what it might contain. But its contents have already been given, as I have stated before, in the "Dissection of a Beau's Head."

It has since been my fortune to come in contact with many and divers of the genus beau. But none who followed his avocation with such dignity, as this school fellow of mine. And with pleasure I pass my remembrance of him to you, that you may compare him with the more modern edition of your own times.

**TEACHING OF
AGRICULTURE**

The subject of Agriculture is one of the most important subjects in the Course of Study today. As long as the human race wear clothing and eat food, and as long as these two things come directly or indirectly from the soil, a larger production will always be an important factor.

The opinion that any one who has lived on a farm and has the experience, can teach agriculture, is not well founded. It is true that experience in nature's great laboratory goes a long way, but experience without scientific knowledge of interpretation will never build a permanent fertility. We have been farming for the last fifty years on common sense and experience, and how far have we gotten? The soil has grown poorer every year. As a proof of this statement we have only to look at the productiveness of some old fence row which has been cleared out, in comparison with the productiveness of the field which it once protected.

The teacher who is able to teach the fundamental principles of permanent system of soil fertility, and meet the great problems of a better livestock production, is not looking for a job. The Smith-Hughes law proves this fact. Not enough teachers were available to meet the demand last year. It is hard to find a field of activity as promising as agriculture. It is one where good teachers are needed badly.

The production of food and clothing for a great population which is increasing rapidly, is a big job, and the teachers of agriculture have no fear that the world will sometime not need their services.

**COACH OF MARION
CHAMPION FIVE
NORMAL GRADUATE**

Edwin H. Schreiber, coach of the Marion High School Basketball team, winners of the state championship, appeared on the basket ball floor for the first time at the Normal gym. Schreiber generated a team to victory and is among the youngest coaches in the state. He is a consistent worker, never over-confident, and thinks of his team rather than glory for himself. He is a graduate of the Normal—Carbondale Free Press.

Notice: Do not miss the meeting of the S. O. P. H. Club Wednesday evening at 6:45.

EDUCATIONAL TOYS

By Louis C. Peterson, State Normal University, Carbondale, Illinois.

Peoria Ill.: Manual Arts Press.
Professor Peterson has prepared for use in home and school a remarkable book on "Educational Toys" which can be made by a coping saw. It consists of an array of problems within the child's power, which excite and sustain interest, have real educational value, adapted to light-wood construction, and conform in size and complexity to the limited space and equipment of class-room conditions.

"Educational Toys" is a bound book, embodying experience of twenty years as a teacher. It contains a collection of toys, not mere toys, but rather toys which take into account the child's viewpoint and his emotions; toys which have a direct relation to his environment and which are within range of his mental and constructive ability.

The above is taken from the Journal of Education, issue of February 3, 1921. This periodical is published in Boston under the editorship of A. E. Winship and is probably the best and most widely read school journal in the United States.

**HOG GOES WILD! BEAST
TRIES TO DEVOUR IN-
STRUCTOR, STUDENTS**

It seems that Mr. Muckleroy is an acrobat and has been taking athletic training. His first performance in public was "pulled off" last Tuesday (22th), at the State Farm, before an admiring audience of students of Agriculture. While presenting the unrecaptive little pigs with earmarks, he suddenly observed that mother pig, having gotten loose, was on her way toward his immediate vicinity. Though his leap was short, it succeeded; he got over the fence, though with much clattering of rails and ripping of sundry apparel. It is needless to add that his audience graciously consented to follow him, though with better success. Though applauded, Mr. Muckleroy declines to appear before the public again.

Editor: It is thoroughly understood that Mr. Muckleroy would have gone through the door, if the audience had not been in the lead.

AGORO ELECTION

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President, Albert Becker.
Vice President, Ellis Crandall.
Secretary Treasurer, Deneen Watson.
Critic, Russell Murkel.
Sergeant at Arms, Robert Walter.
There will be a few vacancies the spring term. Anyone desiring admission should see one of the above officers immediately.

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¶ Nature cannot jump from Winter to Summer without a Spring, nor from Summer to Winter without a Fall—Neither can a man expect to wear his last year's suit and be considered well dressed.

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*Don't put off 'till tomorrow
What should be done today.*

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And That Will Be Approved
By Those Whose Approval
You Value!
And as to values—
They're Priced Right—
Honest—That's All
We're Asking for Them!*



Stunning New Checks

¶ The most popular novelties of the season are the new checks—and our line shows an abundance of them—Beautiful new coloring in Club Checks, Shepherd Checks, Dock Checks made in a fancy all-around pleated model.

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