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Egyptian Staff

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In the death of J. P. Gilbert, the Southern Illinois Normal University lost an honored member of the faculty, a dearly beloved teacher and a spirit ever watchful of the best interests of the institution; and the community lost a pioneer in present appreciation and utilization of the natural resources of Southern Illinois. As an acknowledgement of this loss the following lines are written; yet they but meagerly express the feeling of grief at his departure, and but poorly express our appreciation of the labors of our fellow townsman and colleague:

John Piffany Gilbert, son of James E. and Etta A. Gilbert, was born on a farm near Knob Prairie, Jefferson County, Illinois, April 10, 1872, aged forty-eight years, eight months and thirteen days.

His early education was secured in the country schools near his home. His formal education was secured when he was seventeen years old and his father died nine years later, when he was only sixteen. This left him to plan his own career; this he did with the aid of the older children, and with what mark success he did this was right, indicated by the many evidences of sorrow and bereavement which came from all sections of Illinois at the news of his passing away.

He entered the Southern Illinois Normal University as a student in 1892 and graduated from his institution in 1896. Taking up his work as teacher he taught successively in the schools of Ava, McLeansboro, Olney, Mattoon and Tuscola. In 1893 he entered the University of Illinois. Here he pursued his biological studies, and at the same time taught biology in the Academy there. He took his bachelor's degree in 1905, and his master's degree in 1906.4

A student at Urbana he was elected to the honorary scientific fraternity, the "Sigma Xi." This golden key seemed as it were, to unlock for him the door of future success. As a student there he was also chosen with a college to represent the University of Illinois in the Intercollegiate debate between the University of Illinois and the University of Indiana. The question debated was the "Ship Subsidy Bill," and largely through his efforts, we are told, he helped to win the contest for the University of Illinois.

It is very unusual to find such mental strength, magnificent stature, apparently robust physique, enviable voice, strong sense of humor, and utilizing energy combined in one personality. All of those Mr. Gilbert possessed in high degree, and he used them all well, not for selfish motives, but he dedicated them to those whom it pleased him to serve, his fellow men. Even to the last day's strength and the last hour's consciousness his thoughts were for the good of his beloved University of Illinois, and the best interests of the Southern Illinois Normal University, to which he was ever nobly loyal.

In pursuing his work at Urbana he became especially interested in bird life and the economic importance of plants, and the work in that line of investigation led him to an intensive study of the life histories of birds, their feeding habits, and the relative amount of each food devoted. He distinguished between the grain and insect feeders, and carefully worked out the lists of animals useful to the farmer and those harmful. Through these studies he has brought to Southern Illinois a respect for many a poor abused but harmless wild thing. He showed such knowledge and skill in these studies that he was sent by the government to make ornithological surveys of various regions in the United States, and at this he spent several summer vacations.

His accumulation of so much interesting materials and new knowledge of bird life made him the desirable person to put on the platform to interest the public in these things; consequently, he was asked to plan chautauqua lectures. So successful was he in this work that he was given chautauqua work in twenty-eight different states of the Union, and became well known as a platform lecturer. So versatile was he, and so interesting that he was asked to be platform manager for the last twelve years, and continued until his strength and the heavy school duties of the S. I. N. U. necessitated his giving it up. As a chautauqua lecturer he devoted his mornings to interesting the children in his bird and field studies and his afternoons and evenings to the adults. During one of these tours he was called as platform manager of a chautauqua at Marion, Ohio. Here he entertained in the home of Mr. and Mrs. Harding, now residents of Washington, D. C., and the parsonage of the White House. Curiously enough at that time, from the platform at this place, he publicly predicted that Mr. Harding would one day become President of the United States.

Ten years ago, 1911, he took up life insurance, a work he entered upon his duties as head of the Biological Department of the Southern Illinois Normal University, this position he filled with eminent satisfaction and conspicuous success until September, 1920, when he was granted a year's leave of absence that he might become Secretary of the Southern Illinois Development Association.

When loyalty to the school work necessitated the gradual relinquishing of the chautauqua lectures in which he had acquired so enviable a position, the Board of Managers regretted to have him under strong protest. But the public demanded his services, and as the chautauqua lectures were given up the State Farmers' Institute work grew in its demands on his time. This was one of his natural interests and he devoted as much time to this in the last six or eight years of his life as his strength and time permitted, perhaps more than the former warranted. He was in such constant demand as a lecturer that the number of calls refused that he accepted.

During these years he made a host of friends throughout the state. He was instrumental in bringing to Carbondale, in 1920, the State Farmers Institute, and was a big factor in its decision to hold this meeting in the city this year. The state meeting at Danville a few weeks before his death was the first that he had failed to attend in years, and many messages of sympathy and cheer came from this meeting to his bedside. He was vice-president of the state organization during the two years of 1919 and 1920, and at the time of his death was Farm Director of the most southern, or twenty-fifth district. On April twentieth the other twenty-four farm-directors received messages from headquarters to attend his funeral in Carbondale. Many of them came, bringing with them the most exquisite floral offerings, among the many given.

June 14, 1909, Mr. Gilbert married Miss Dora Gray, daughter of Mr. and Mrs. F. M. Gray, Carbondale, Illinois. They had met six years previously at the Illinois Normal University at Carbondale, Mrs. Gilbert, and sons, Philip and John Gray, and the following brothers, sisters and half-brothers, survive: G. Gilbert, Mt. Vernon; M. E. Gilbert, Jacksonville; Mrs. J. M. Lounch, Mt. Vernon; Mr. George Shafter, Indianapolis. The half-brothers are Arthur Gilbert of Centralia, and Glenn Gilbert of St. Louis.

Mr. Gilbert was a member of the Carbondale M. E. church and as long as he was physically able to perform, he attended all church activities. He was present at the night's services at the church and at the School. He was a thirty-second degree Mason and a Shriner. The work of the Shrine fascinated him. He was in- terviewed with Masonic rites, very devoutly and affectionately rendered by the Carbondale lodge assisted by many out of town members.

Outside of the lines of work mentioned Mr. Gilbert had many other interests, as he was a many-sided man and entered largely into most community interests. He was a member and active worker in the State Dairy Association. He took great interest in the State Dairy Association, and besides the lectures he often carried off the prizes on his own poultry. He was interested in horticulture and studied treatment and sprays for both apple and peach orchards. He was an expert Agriculturalist, and the bee men held their meetings in his office, seeking advice of him when perplexing problems arose.

Mr. Gilbert had the faith of his convictions in any proposition, consequently was much sought as a promoter of economic enterprises. His rambles with students about the campus and vicinity will ever be remembered by them as the very happiest experiences of their school days.

His geniality and faith in others drew all to him, and for this reason both students and faculty sought for him to straighten out the knotty problems of life. His vision and keen sense of humor saved us all many hours of perplexity and perhaps grief.

But Mr. Gilbert did not belong to Carbondale. His sphere of influence knew no geographical limits. He was one of the best known and most successful educators of the state, a man of talent and ability. He early won recognition in his profession, and no one excelled him in professional spirit. His good judgment and tact made him the man to whom were committed some knotty problems of diplomacy and tided the school over some pending crisis. He stood equally high as a man and citizen, and his death is a distinct loss not only to his many friends, but to the profession which he adorned, society at large, and to the state. He was a man of the highest ideals, and the purity of his life is worthy of emulation. He never ceased to be a student, and ever sought to add to his great knowledge, which he used for the good of those around him. It can be truthfully (Continued on page 5)

FAINTLESS EDUCATION, TOO.

Miss Helen Baldwin, Illinois State Normal College, doth employ Her time in teaching Latin verbs Unto the youthful common herd. "It's fun for me!" Miss Helen cries, But maybe it would her surprise. To find the fun is all her own— The class recites with many a groin— "St. Louis Times."
WHY RURAL TEACHERS SHOULD JOIN THE AGRICULTURAL CLUB

The feeling still prevails that the Ag. Club is an organisation for the exclusive benefit of students taking the Agricultural Course. This is a mistake for the Club welcomes every student into its ranks and it now extends a particular invitation to those students who have been teaching in the rural schools. It is true that students taking the Agricultural Course have always predominated in the Club and it is probable that they will continue to; yet students outside the Agricultural Course need the training that the Club can give them and the Ag. Club needs them.

A rural teacher must keep abreast of the times. He is an important personality in the community and he has a reputation for wisdom. He must maintain this reputation. Farmers everywhere interested in the new things in Agriculture such as testing seeds, applying lime, the Federal Loan Act and a thousand and one things which the practical farmer must learn from some one. If the teacher is totally ignorant of the newer phases of Agriculture, the farmer is justified in thinking that the teacher is ignorant of the modern problems of teaching.

No teacher would be so foolish as to study the text books of forty years ago and try to teach his pupils according to the principles laid down by these obsolete texts. It is equally foolish to try and teach in the country school when the teacher is unacquainted with the business problems of the farmer.

In the Ag. Club much will be learned by associating with people who are intensely interested in Agriculture. Being a member of the Club is about the easiest and most progressive way of acquiring farming practicality with the way progressive farmers are thinking. Do not think that by joining the Ag. Club you can suddenly develop into a scientific farmer. You cannot, but you can learn the attitude of the more progressive farmers on the present day agricultural problems.

The Ag. Club tries to be intensely practical. At the meeting of April 13th, testing seed corn and testing soils will be two of the questions discussed. These problems will be discussed from the point of view of rural teachers and methods by which the teacher can show his pupils how to improve their farming ability will be brought out. Too many energetic farm boys dislike school and quit as soon as the law allows. If some of the practical problems of farming were taught the interest would be greater. Every teacher wants to be a success. There is no arier road to success than efficiency. The teacher who can interest his pupils and their parents has gone a long way toward being efficient. Government and educational efforts are being directed toward helping the farmer to be more successful than he has in the past. The teacher who works in harmony with these agencies can be more successful than the teacher who tries to ignore them. By joining the Ag. Club you will get an insight in the ways of being a leader in the business life of the community where you are teaching. True who owns the school house belonged to the children only. Now the more progressive communities believe that the school house can be made to serve the entire community. The teacher who can assist the school help the entire community is going to be a success.

Some students labor under the mistaken impression that only students taking the Agricultural Course are eligible for membership in the Club. We believe that we have something for every student so any student is eligible for membership.

All of the Ag. Club’s activities are not so serious however. We have socials every term, and we think that they are among our most enjoyable school experiences. During the Fall Term we had a Watermelon Social; last term we had a banquet. This term we are going to have the best entertainment we have ever had. Ask some Ag. Club member what it is going to be. At our entertainment we always try to have an abundance of everything. At the first meeting of this term we had all the ice cream, sandwiches, and went over the Club and its guests could not consume all of the refreshments.

COMMERCIAL STUDENTS

GET RECOGNITION

The students in the Shorthand class have just received a report on work done last term along the lines of style and theory. Before giving this report it will perhaps be well to give some explanation of what had to be done to gain this recognition.

The Gregg Publishing Company offers a series of certificates as an incentive to superior work in shorthand. The first one of these is given to those who pass a creditable examination on the theory of the system. The second in order is given to those who, in application of principles coupled with good penmanship have a right to write a stylish average. This certificate gives its holder membership in a club called Order of Gregg Artists. Members have a right to wear an artistic little emblem indicating their membership.

The following persons have earned the Theory Certificate:

- Syble Mehiush, Telma Eubanks,
- Zelma McElhanon, Agnes Lentz,
- Eugene Whitenberg, Jennie Miller,
- Ethel Black, Hallie Eubanks, Thelma Anna Dial.

The following members are Order of Gregg Artists:

- Syble Mehiush, Jennie Miller, Agnes Lentz, Mable Hall, Thelma Anna Dial, Hallie Eubanks, Ethel Black, Eugene Whitenberg, Thelma Eubanks, Frankie McElhanon.

Other members of the class that have not been successful yet are working on and we feel sure that by the end of the year our class will be 100 per cent in both these lines of work.

If the laws of geometry you don’t understand, and you want to paint the floor, why goodness gracious, oh my land, you may have a quart or more of paint left over when you’re done. But if the theorem of limits you can fathom, and then you want to paint the floor; of paint you can use up the very last drop, and of unfinished floor there is no more when you’re done. Isn’t geometry fun?

The Ag. Club extends an invitation to every member of the school to attend its meetings and a special invitation to those students who have been teaching in rural schools. We believe that our activities will interest you.

- Robt. L. Baker

R. C. BAKER

Groceries and Fresh Meats

Special Attention Given to Students’ Orders

It Is Not Safe to Carry Money

Let Us Do Your Banking

CARBONDALE TRUST AND SAVINGS BANK

Phone 287

ZOO-LOGY

Mrs. Miller—(Receiving hubby’s pay envelope) “You’re a dear!”
Eddie—“You mean a goat!”

ROCKINGCHAIR

Let us show you

SAM PATTERSON & SCHWARTZ

Comfort

- Fully adjustable. Jump, run, head down— not a "blind‖ or chair anywhere! A full house in position by a snug waist band that gives as you bend. A closed seat and crotch, nothing to bunch or open. Side leg opening adjustable in a jiffy. You will positively enjoy.

ENTSMINGER’S

FINE CANDIES AND ICE CREAM

When Thirsty

Visit
SERIES OF LECTURES
ON THE CAMPUS

A. J. "DAD" ELLIOTT.

Under the auspices of the Christian Association, a committee of young people are making preparations for a series of four lectures to be given on the campus, by A. J. "Dad" Elliott.

Mr. Elliott, or Dad, as he is commonly known by the college men of the Middle West, is the general secretary for the Central Region of the Y. M. C. A. While in college at Northwestern University, Dad was the best-all-round athlete that the University had known for years. He excelled in football for four years, and for five times five years he had been putting that same "football pep" into the Y. M. C. A. work in the colleges of the Middle West.

Dad has made an intensive study of student life in this region, and prepared a series of lectures on the same, four of which will be given here on April 22, 26 and 27.

Mr. Elliott's lectures are in great demand by the colleges and universities throughout the country. And we are very fortunate in having him on the S. I. N. U. campus for three days this spring.

Several of the students and faculty have heard Dad at Lake Geneva, Chicago and elsewhere, and are very anxious that the other students make use of this opportunity to hear him. The subjects of the lectures are as follows:
1. Social Forces of College Life That Must be Made Constructive.
2. Things That Undermine the Student's Efficiency.
3. An Acid Test of Religion.
4. Does Religion Make a Difference?

The majority of the meetings will be held in the Normal Hall, third floor of the Main Building. It is the hope of those who have heard Dad that one hundred percent representation of the student body will attend each lecture.

NOW THEN, DEAR EDITOR:

Now Then, I want you to make Nasty Coaster and Harold Prichard quit calling me "Siberty." I shall be twenty-one in the spring and if anything isn't done pretty soon to stop all this backwoods stuff, I am certainly going to tell my pa all about it. Just see if I don't, Yours, Roy Lavender.

Now Then, the older I grow the more I know. Some day I really think I will be wise, in fact I believe—well I think I almost know, I can tell real toes now, without subjecting them to the water test. Yours,

J. G.

Now Then; we wonder why the Y. W. C. A. and the Illinois never do take time to have a copy of their programs past in our school papers. Will the editor please inform us, if these two organizations are still in existence? Yours sincerely,

Other School Organizations.

Now Then; "It is being rumored about school that the other day I went to a certain house and the floor was so slick I couldn't stand up. And that I thought if I could reach the rug I would be safe but when I jumped and my feet landed on the rug I landed on the floor. Now Then; if you hear anything about 'chits' please don't publish it. Yours till I fall,

Max Brock.

Now Then: I have conferred degrees on the following students: Deneen Watson, M. M. (Married Man.)

Lois Fretz, T. G. (Timid Girl.)
Leona Smith, H. M. (Have Mercy.)
Billy Atwell, P. R. (Fatty Boy.)
Lawrence Watson, N. G. (No Good.)
Sue Ellen Lay, L. G. S. (I Guess So.)
Edward Glenn, L. B. (Long Boy.)
Chat. Sattlbaum, V. B. (You Bet.)
Mr. Purr, W. T. T. E. (Words to that Effect.)

Now, then dear Editor, I always got an inspiration, when I read my Egyptian, to contribute to the next copy, so I'm going to write something new. (Although I should be reviewing for my History of Art quiz.)

You have often asked me to write, but by the time all my work is finished and I have a spare moment (which is really an impossible thing for me) all my own in which I may indulge in the pleasure of putting my deepest thoughts in black and white; my inspiration has "took wings and flew!"

Now I don't know just what to write about, but there was one thing that appealed to me in our latest paper—that was the name of a man—Mr. Philip Steele, I'm always anxious to come in contact with new friends. If he is really worthy of my acquaintance can't you arrange for us to meet? I'll risk your judgment.

Yours for Philip,

ELVIRIE.

POPE

Keep on your toes.
Put your best foot forward.
Hold on to your backbone.
Keep a stiff upper lip.
Keep abreast of the times.
Stick out your chin.
Don't get down in the mouth.
Use your head.
Keep your eyes and ears open and your mouth shut.

Pep is the spot-light of enthusiasm which throws its light into the darkest corners.

Some women are like spaghetti—when you think you've got 'em they slip away.

Those without "pep" are not worth their salt.

Some have a good time thinking of what a good time they would have if they were having it.

Most people are not what they use to be—they use to be children.

Many who think they are the dead line were "stiffs" at twenty-five.

TIMELY ADVICE.

I can't—does nothing; I'll try—does wonders; I will—does everything.

Presbyterian Church
Next Sunday Evening
"OUR HIGHWAYS"
Everybody Invited.
THE VALUE OF STORY TELLING

By Nelle Thiess, Fourth Grade Practice Teacher.

Story tellers were the first teachers before the art of writing, or of making books, even before picture-writing, there were story tellers. Men of centuries ago handed down our literature. Unconscious teachers they were, but nevertheless did they inspire and teach the people as they recited the deeds of their great heroes.

In the Hindu, Hebrew, Persian Egyptian, Greek, Norse, German, Celtic, Japanese and probably all the other folk tales and epic stories we have, there are traces of sun myths and stories based on some strong impression made upon primitive man by the onward phenomenon of the universe he would battle with the wild beasts and this would furnish an episode for a story which would be told and idealized as the years went by. Then came a tribal hero to them in battle and in his life for them, furnishing material for a thrilling story that would be told from generation to generation.

Still later came the fairy story with a moral motive. Some became experts in the recital of stories and as these tales of tales sat round the fire side or under the shade of trees and looked into the raft faces of the listeners, the deeds of men and monsters of the romances of nature became fused into one and their work went growing on artistic form and moving on to a magnificent climax, revealing in the end the ethical order of the world.

These story tellers, who wandered from land to land telling or singing of some great deed, were welcomed by court and king as well as by the common people.

The story telling of today is just as important a factor, nearly all the people are interested in the story, the most ancient, universal and popular form of literature. Most people like some shape or form and are interested in story telling for it is one of the most natural entertaining and artistic forms of self expression.

All educators, whether teachers, preachers, writers, kindergartners, play ground or Sunday school workers are interested in the philosophy of story telling for it is used for both moral and spiritual teaching.

All men and all adults, whether they have children of their own or not should be interested in telling stories to the young people for the culture and civilization that our forefathers have given us and must in time give to the rising generation; about us. When the children come around us and say, "Tell me a story," it is our golden opportunity to give them the noblest ideals in the world's literature, the flower of civilization.

To all who tell stories several fundamental questions will arise: What stories shall I tell? How shall I tell a story? In order to answer the question of what stories to tell, we must make a study of the child from the dawn of his interest in the story through all the periods of his development—childhood, adolescence and maturity.

First, let us view the question from the standpoint of the student. We cannot tell all the good stories or can we read all the good books. If the question, "What shall I read?" is an important one to the average reader, much more important is the question to the teacher, "What stories shall we tell to the young people?" The question is far reaching and complicated. What stories do the children like best? Which have the most useful values? Which give the best of the race heritage in thought and feeling? What stories have their roots deep in the past and reveal the beginnings of life? What stories have become the world's great classics? What stories have the fairy, the supernatural element and the giants that charm the child? We must tell stories that suit best the child's need at the various periods of his growth. We must also tell the stories that will correlate with his other studies. These are some of the questions that the story teller must answer.

How to tell a story is the most important question. What are the fundamental psychological principles of telling a story? Or, in other words, what preparation of heart and mind must we make in order that we may tell a story effectively? In the first place we must be able to visualize, to see clearly the images, the mental pictures in the story.

To the extent that the story teller can imagine these scenes, creating them anew as he tells the story, to that extent can he make his audience see them. He must rest assured if he does not see clearly the mental pictures in the story, to that extent can he make his mental picture, his audience will not.

If more people would consider how important story telling is to the children and always read good literature to them there would be more interest taken in the art of story telling.

AN APPRECIATION

A good place to eat, and the best of hospitality, is the opinion of several normal boys who have eaten at Mrs. Lou Hiller's residence on Normal Avenue for two consecutive terms. She affords the best of food and the price is reasonable. The students take this means of expressing their appreciation to her.

SETTELMOIR'S SHOE HOSPITAL

Sewed Soles and Rubber Heels a Specialty.

Across From Post Office.
A COMPOSITION ON KINGS.
"The most powerful king on earth is Work-kings; the lastest, Shir-kings; one of the pleasantest, Kings. Snob-kings; the wittiest, Jo-king; the quietest, Thin-kings; the thirstiest, Driu-kings; the silvast, Win-kings, and noisiest, Tal-kings." -O-

Mr. Petts, "How many make a million?"

Pauline Gates, "Not many of them do." -O-

Mr. Bailey, "Why is it that lightning never strikes the same place twice?"

Ransom S., "Because after it hits once, the same place isn't there." -O-

Miss Steagall, Now, there is a wonderful example in the life of an ant. Everyday the ant goes to work and works all day. Every day the ant is busy, and in the end what happens? Orval Carrington. Somebody steps on him. -O-

The city school boy who had never seen a windmill exclaimed: "Gee, mister! That's some electric fan you got out there cooling them hogs." -O-

Mr. Coyler: "The Mississippi is the Father of waters."

Mrs. Young: "I should think it would be Mother of waters, 'cause you know it's Mrs. Sippi." -O-

Mr. Boomer: "What keeps the moon from falling?"

Mary Pease: "The beans." -O-

BEWARE THE LINK
Poor Swing, That Pernicious Disease, Demands Curbing By Health Measure.
A very necessary health measure should be inaugurated on the campus at once before some unsuspecting student is severely injured. Nearly all students occupy the innocent looking porch swings which every house has in full view, and so the appeal to safety is almost universal. These swings perilous diseases, should be made safe so that their occupants, fair and otherwise, could swing unconcerned.

Several cases have been brought to the attention of local physicians, where occupants of these innocent looking porch swings, have been injured by the breaking of the link which binds the swing to the roof. By adopting a measure providing for strong swing ropes, our future summer evenings would be undisturbed by the shrieks of the falling. -Exchange.

-Old Stuff-

Definition: A Co-ed is a girl who can look at a piece of mistletoe and never get a thrill.

-He-May I call you by your first name?
She—By your last name if you like.

-Friend of the Family: Why do you call this your grill-room?"
Earl Downing: "This is where my wife corners me when I come home late at night.

-Professor: "Frankly, Madam, your son lacks brains."
Fond Mother: "Get them for him immediately then and send the bill to me. Nothing shall stand in the way of my Archie's education."

-Summer Beauregard: "Smokes very thick around here?"
Farmer: "Oh, about as thick as your wrist."
AN AGG. (EGG) TRAGEDY

In the fact that the date on the fourth column of the J. V. T. Store.

The J. V. T. Store carries the fourteenth of the fourteenth and

the fourteenth of the fourteenth.

We use a fourteenth.

TALENTED YOUNG MEN

Ernst W. Smith was elected a member of the State Student Council. This

is quite an honor to both Mr. Smith and to the S. I. N. U. This is doubly

true because this makes two consecutive years that a member of this

school has been chosen to represent the thirty odd thousand men

students of Illinois. Harry Wiley served last year,

Prairie is due H. A. Smith for successfully conducting the cam-

paign.

The council is composed of seven members; the others are, John Bird,

James Milliken, W. P. Gurney, Northwestern College; W. Shaplin,

Shurtleff; Jerome Hohmann, Carlik-

age; Harold Lewis, V. of Chicago.

LOST

A bunch of keys, reward return-

to Free Press office.

TIME TELLS

Many a suit guaranteed to wear

like iron looks rusty in two weeks.

ZOOLOGICAL

Women make monkeys out of

men.

AXIOMATICALLY SPEAKING

Adam

Hair 'Em.

THE EGYPTIAN.

S H O R T E M E Y E R ' S G A R A G E

Remember, we sell tires and accessories; also we do machine work and general automobile repairing. We use a time recorder on all jobs.
THE MODERN HEALTH CRUSADE

A chance visitor to the Training School these days rubs his eyes, and wonders whether he has fallen asleep and is dreaming, or whether he is really living in the eleventh century. Otherwise, what is this talk of pages, squires, and knights, that we hear on all sides? Why does the talk of chivalry that must be done, before anything else, remind us of the religious zeal of the crusaders of old? Our questions are soon answered for everywhere, we see large charts of THE MODERN HEALTH CRUSADE and we hear that these children have taken the "cow" and are earnestly working to win their honors in this crusade of health.

No less earnest than these crusaders of old are the children of our Training School in the modern health crusade in which more than two million American children are already enrolled in health chivalry throughout the country; this has been adopted by thousands of schools and has become a part of the regular school curriculum.

Personal and community health is the object of this crusade. Health is not, so much a matter of extensive knowledge of facts as it is of willing and promptly with a few simple habits, from day to day until compliance becomes habitual. The Crusade system supplies this by bringing together the facts that the child learns in his hygiene and by helping him to follow them by Crusade Chores for which recognition is given in the form of honors.

The Chores are as follows:

I washed my hands before each meal today.
I washed only my face, but my ears and neck and I cleaned my fingernails today.
I kept fingers, pencils and everything likely to be unclean out of my mouth today.
I brushed my teeth thoroughly after breakfast and after the evening meal today.
I took ten or more slow, deep breaths of fresh air today. I was careful to protect others if I spit, coughed or sneezed.
I played outdoors or with open windows more than thirty minutes today.
I was in bed ten hours or more the day before and kept my window open.
I drank four glasses of water, including a drink before each meal and drank no tea, coffee, or other injurious drinks today.
I tried hard today to eat only wholesome food and to eat slowly.
I went to the toilet at my regular time.
I tried hard today to sit up and stand straight to keep neat, cheerful and clean minded, and to be helpful to others.
I took a full bath-on each of the days of the week that are checked.

Each chore may be done daily making a total number of seventy-five points, but if a child does ten or more of these chores in one week he is given credit for it.

When he does fifty-four chores for two weeks, he is enrolled as a Page. At the end of three more weeks he becomes a Squire and a badge is awarded. Similar badges are awarded at the end of ten weeks for Knights and fifteen weeks as a Knight Banneret.

Along with this work is given a height and weight examination to learn how many are over standard in weight, for many of our school children are unable to do good muscular work, because they suffer from malnutrition or underweight.

Good reports are coming in from the parents showing that the children are gaining in weight, and we are told that the tasks of getting children ready for school and of washing hands before eating have become play instead of a task.

These reports emphasize the motives provided by the Crusade in various principles of child psychology. It introduces the play element into the practice of hygiene. It transfers the romance of the medical crusade to a vital present day event. It holds up to the children the chivalry of health. It makes him feel that he is of some importance and that he is taking an active part in a great movement.

Opportunity to belong to a national crusade appeals strongly to the child. He finds an outlet for patriotic aspirations. He has an incentive to do his part to assure the country that in another draft for war one person out of three shall be rejected, for physical defects due to bad health habits.

The primary aim of elementary education is the formation of habits of good physical and mental conduct. Habits are being formed while reasons are being learned as in "Alice of Wonderland," the best way to explain is to do it.

The National Tuberculosis Association are the founders of this nationwide movement and many schools in surrounding counties are promoting the work.

Any students who desire further information or literature along the Modern Health Crusade may apply to the National Tuberculosis Association or to Miss Newsum of the Physical Education Department.

BASE BALL

The baseball prospects for this year are good. The team will be a better team than last year and in all likelihood will be the best that has been for years.

Baseball, like football, is what the student body makes it, so let's go back of our team during the entire season and make it the most successful year the S. I. M. H. has had. The men have taken advantage of the ideal baseball weather for last three weeks and will be in fine shape for the first game.

The schedule is not completed at the present time, but arrangements have been made for games. Watch for announcements soon.
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For The Student and
The School