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Egyptian Staff

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THE EGYPTIAN

VOL. I

CARBONDALE, ILL., APRIL 6, 1921

NO. 4

A FEW WORDS ABOUT NOVELS

A novel is a prose narrative of fictitious events connected by a plot, and involving portraiture of character and descriptions of scenery. In its present signification the term novel seems to express a species of fictitious narrative somewhat different from a romance, yet it would be difficult to assign the exact distinction. However, the former is generally applied to narratives of everyday life and manners, while the latter deals with what is ideal, marvelous, mysterious, or supernatural.

Prose fiction written for entertainment is of considerable antiquity. Among the Greeks we find mentioned a collection of stories known as the Milesian Tales. Before these, a sort of historical romance, "The Cyropedia," had been produced by Xenophon in the year 445 B. C. There were several other Greek writers of fiction before the Christian Era, but the most notable writer was Heliodorus, who lived in the fourth century after Christ. He was followed by Achilles, Tatius, and Longus.

The romances of the Middle Ages were metrical in form; and the true novel, as we at present understand it, is of comparatively modern growth. It had its early beginning in the Decameron of Boccaccio. The success of this collection gave rise to numberless imitations, and since that time the development of the novel has been steadily progressing. At first we had nothing but tales of love and intrigue, as the Decameron, in the Heptameron, and the Hundred New Tales.

During the sixteenth and seventeenth centuries there was a very marked progress. Writers began very materially to enlarge and vary their sphere, and we now found produced the comic romance, the picaresque romance, and the pastoral romance. The first variety was represented by Garagantua and Pantagruel. Next, in point of date, come the Life of Bertoldo by Julia Cesare Croce. This was a narrative of the humorous and successful exploits of a clever peasant. This novel was as popular for two centuries in Italy, as Robinson Crusoe was in England. Some years later appeared the Don Quixote by Cervantes, which gave the death blow to the romance of chivalry. At about the same time the first of the picaresque romances was given to the Spanish public. In this branch Matteo Aleman gave us, in Guzman Alfarach, a hero who was successively beggar, swindler,

student, and galley-slave. It gave birth to a host of similar romances, and is said to have suggested to Le Sage the idea of Gil Blas. The Arcadia by Sir Philip Sydney marked the transition of the romances of conventional love and metaphysical gallantry. In the seventeenth century, prose fiction, in most of its leading types, had become an established form of literature in the principal languages of Europe.

The full-fledged modern English novel may be said to date from Defoe. The effect of his Robinson Crusoe, Colonel Jack, Moll Flanders, etc., was caused by delineation and skillful combination of practical details which gave to the adventures the force of realities. The novel of everyday life was further improved by Richardson, Fielding, and Smollett, of whom Richardson and Fielding were the most original and still rank among the masters of English fiction. The Tristram Shandy of Sterne displays admirable character painting and humor, deeper and finer in quality than that of his contemporaries, but can hardly be said to have any plot. Next appeared Goldsmith's Vicar of Wakefield, which possesses a higher moral tone than any that had preceded it. Among the best works of secondary rank may be mentioned Johnson's Rasselas, Walpole's Castle of Otranto, Madame D'Arblay's Evelina and Beckford's Vathek. Ranking below these are the novels or romances of horrors, represented by Mrs. Anne Radcliffe, G. M. Lewis's Monk, and Maturin's Montario. A return to stricter realism was manifested in Miss Edgeworth and Miss Austen who describes domestic life with minuteness, good sense, a clear moral aim, and charming simplicity of style.

In France, among the novels treating of social life, in the eighteenth century, the most prominent are:

"The Life of Marianne," "The Successful Peasant," by Marvaux; "Mamon L'Essant," by Abbe Pivot; "The New Heloise"; "Emile" by Rousseau. The latter contain the author's theories of love, education, religion, and society. In the department of humorous and satirical fiction Voltaire and Le Sage are best. As a writer of satirical fiction Voltaire is entitled to a very high rank by his Candide, Zolig, and Princess of Babylon. The translation of the Arabian Nights' Entertainments by Galland revived the taste for the exaggeration of Eastern fiction, and brought a variety of works into the field of writing.

In Germany three great names

tower above all others. They are: Wieland, Jean Paul Richter, whose works abound in strokes of humor, pathos, and fancy; and Goethe, whose novels are attempts to present or solve the great problems of life and destiny. Poular, romantic, legendary tales constitute a special department of German literature, which was successfully cultivated by Ludwig Tieck, De la Motte, Fouque, Chamisso, Musans and others.

On entering the nineteenth century, the first name met with is that of the author of Waverley. Sir Walter Scott introduced a new era in the history of English fiction, and may be said to have created the modern historical novel. Since his day the British novelists are perhaps the most numerous class in the list of authors, and among the more prominent we may note Galt, Lady Morgan, Charles Lever, Mrs. Gore, Theodore Hook, Disraeli, Bulwer-Lytton, Dickens, Thackeray, James, Ainsworth, the sisters Bronte, Mrs. Trollope, Anthony Trollope, Mrs. Craik, Kingsley, George Eliot, Wilkie Collins, Miss Braddon, Mrs. Oliphant, Miss Thackeray, Thomas Hughes, Charles Reade, William Black, Thomas Hardy, Richard Blackmore, Walter Besant, W. E. Norris, James Pagn, Clark Russee, C. Murray, Rider Haggard, R. L. Stevenson, George Meredith, Hall Caine, James M. Barrie, Amelia E. Barr, A. C. Doyle, and George McDonald. Besides these there are several clever rising men.

In the United States it was not till after the Revolutionary War that the earliest attempts in prose fiction were made. The first trials were made by Mrs. Sarah Morton in her Power of Sympathy. The first novel of prominence in the United States, however, was written by Charles Brockden Brown, who was followed by J. F. Cooper, Washington Irving, Edgar Allan Poe, Nathaniel Hawthorne, Harriet Beecher Stowe, and Oliver Wendell Holmes. After this came a younger and in some respects, a more markedly American school, represented by such names as Bret Harte, Henry James, Julian Hawthorne, L. Wallace, Cable, Crawford, Howells, Roe, Mrs. Holmes, Augusta J. Evans, Frances Burnett, Winston Churchill, P. L. Ford, Miss Murfree, and Mary Catherwood.

Fiction is still the form of literature in which many of the leading American authors are now more likely to find their natural medium of expressions. Both the novel and the short-story flourish now as never before. Two of the developments of American fiction are espec-

ially noteworthy. The first of these is what has been called the International Novel. This name has been given to a study of American character as seen against a foreign background. To bring out the difference between the American and the Englishman has been the object of not a few novels written by American authors. By making this contrast these novelists performed a most useful service, for they helped us to see ourselves with alien eyes. They compelled us to recognize some of our own peculiarities to which we had chosen to be blind.

Closely akin to the International Novel, in method, have been certain novels of city life. In these stories the complex conditions of the large cities have been developed with conscientious care. The conditions of the large Eastern cities have been so presented by the novelists that the dwellers on the lonely farm, in the far West are enabled to comprehend, better than before, the conditions of life among the drifting scenes of the mighty city. This, indeed, is the greatest service the act of fiction can render to mankind. It enables us to understand our fellow-man, it explains us to ourselves. To perform this service adequately, the aim of the novelist must be to tell the truth about life as he sees it.

The aim of the greatest writers of fiction has not been merely to amuse by fanciful and fantastic tales, but to interpret sympathetically the life they themselves best knew. This is what has been done with remarkable success by many authors, who have taken part in this noteworthy development of American fiction. An American poet, novelist, or historian is now now either unduly praised or unduly condemned merely because he is an American. He is judged on his own merits and he is compared with the leading contemporary writers of England, France, Germany, Italy, and Spain.

The most celebrated of the French novelists of the nineteenth century are: Madame de Staël, Chateaubriand, Victor Hugo, Dumos, Balzar, George Sand, Gautier, Zola Dandet and others.

The more noteworthy names in German literature of fiction are those of Gutzkow, W. Alexis, Hacklander, Spielhagen, Gottfried Kinkel, Johanna Kinkle, Auerbach, Rodenburg, Gustav Freytag, George Evèrs and others.

Among the most important novels in other languages are those of the Italian by Manzoni, in Danish

(Continued on page 5)

CLASSICISM AND ROMANTICISM.

Classicism.

Classicism is the expression of the natural modified by man, culture, social forces, authority, law, order, nature and art. It had no definite beginning, but was a development rather than a spontaneous coming into existence. It follows closely the rules of the ancients: Homer, Virgil, and Horace. No style that did not follow the rules of these authors was considered good. The writers of this age chose satiric or didactic subjects and avoided pathos, deep-feeling, and sublimity. For this reason we find no such sublime outbursts of song as characterize the Elizabethan and Puritan ages.

The classical school loved polished regularity, and set the fashion in literature. An old idea was as welcome as a new one. Anything strange, irregular, romantic, full of feeling, highly imaginative, or unpopular. The age was far more remarkable for its prose than for its poetry. French influence helped to develop this artistic prose style. The decline in poetry was accounted for by the rapid advance in prose toward artistic finish. The influence was felt in nearly all civilized countries of that day, but its greatest influence was felt in England and France.

Dryden and Pope were the two chief poets of the classical school. Both used the rhyming couplet, and were distinguished for their satiric and didactic verse. Their poetry shows more intellectual brilliancy than imaginative power. They display very little sympathy with man and small love for nature. Swift's prose has never been equaled by any author before or since the age of Classicism.

Romanticism.

Romanticism had its beginning in the second half of the eighteenth century. The way was prepared for it by a new attitude to external nature, and also of man. This age is sometimes called the revival of mediævalism or the renaissance of the spirit of wonder in poetry and art. It was the reproduction, in modern art or literature, of the life and thought of the middle ages. It was a craving for the novel. During this age men rebelled against the aristocracy, the narrow conventions of society, the authority of the church and of the government, against the supremacy of classicism in literature, against confining intellectual activity to commonplace things, and against the repression of imagination and of the soul's aspirations.

Romantic literature is characterized by excess of sentiment, over-lavished decoration, a strong sense of color, a feeble sense of form, at-

tention to detail, exaggeration, the fantastic, and the grotesque. The principal subjects are nature and man. Nature becomes the embodiment of an intelligent, sympathetic, spiritual force; while common man became an object of regard. The principal literature of this age was poetry, though some prose was written which shall never be forgotten especially that of Scott, Coleridge, Jane Austen, Lamb, De Quincy, Bentham, Malthus, and Mill.

England was the fountain-head of the romantic spirit, which culminated at the beginning of the nineteenth century. It may there be traced from the Rercy Ballads to Chatterton, Cowper, Blake, Burns, Scott, Byron, Wordsworth, Coleridge, Shelley, Keats and Rosetti. These poets gave English literature a new poetry of nature. The majority of these were also poets of man, or of an ideal humanity. Burns sang of the scotch peasant; Wordsworth pictured the life of shepherds and dalesman; Byron's lines rang with a cry of liberty for all; and Shelley immortalized the dreams of a universal brotherhood of man. Keats, the poet of the beautiful, died before he began his work on humanity.

In France the beginning of Romanticism was found in Rousseau, Chateaubriand, Lamartine, Dumas, Gautier, Flaubert, Miiger, and others, but the great chief of French Romanticism was Victor Hugo. Berlioz was regarded as the French Romanticist in music.

In Germany the romantic spirit was felt by Lessing, Scheller, Goethe, and Schelling. The "Stuem and Drang" period was largely romantic in its temper, but it was Novalis who was the real prophet of Romanticism in Germany. Among others of the romantic school in this country were Schlegels, Freck, Kleist and Hoffman. Romanticism in Germany included affection for the oriental in religion. It led some of its most notable representatives to Catholic idials, and into the Catholic church. In politics it was associated with reactionary conservatism. In music Weber has been called the "Creator of Romantic Opera."

BEWARE.

There's one big problem, of today,
That's worrying members of the
S. I. T. A.

I can't explain exactly why.
Of all superintendents they stay shy?
Perhaps the young and nifty ones
Might have two ideas instead of one.
That's really about the only excuse
I can find for teachers being loose.
Between sessions of course 'tis fair
But otherwise fair maiden's Beware.

BETSY V. SPILLER,
Mariou, III.

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SCHOOL TEACHERS

Geo. Fitch.

A school teacher is a person who teaches things to people when they are young. However, it would be unfair to accuse her of teaching them what they knew when they grow up. She only teaches them what they have forgotten by that time.

The teacher comes to school at 8:30 o'clock and when she has gotten enough children for a mess in her room, she teaches them reading, writing, geography, grammar, arithmetic, music, drawing, cooking, board sawing, crocheting, deep breathing, bird calls, scientific eating, patriotism, plain and fancy bathing, forestry, civics and other sciences too numerous to mention. When school is out she stays behind with five or six of her worst scholars and tries to save the state the job of reforming them later on. After that she hurries home to make herself a new dress and snatch a hasty supper before going back to attend a lecture by an imported specialist on the history of tribal law in Patagonia which the superintendent thinks may give her some information which may be useful in her school work some day. A great many lecturers roam the country preying on school teachers and some of them are very cruel, talking to them so long that the poor things have to sit up until morning when they get home to get their daily test papers corrected.

School teachers' salaries range from \$30 a month up—but not far enough up to make them dizzy. On her salary the teacher must dress nicely, buy herself things for her work which the city is too poor to get, go to twenty-nine lectures and concerts a year, buy helpful books on pedagogy, pay her way to district, county and state institutes, and enjoy herself during a three months' vacation which her salary takes every year. In addition, the teacher is supposed to hoard away vast sums of money so that when she becomes too nervous and cross to teach, at the age of 50 or thereabouts, she can retire and live happily ever after on her income.

There is a popular superstition to the effect that the great financiers can be found in Wall street and that they gather there every morning but they don't. They gather in the school houses of the land every morning and as they teach the children of the nation twice as much as they will ever remember, they figure out new ways of dividing \$45 into a month's board, a new dress, a trip to the county seat, a pair of shoes, two entertainment tickets,

FLORIDA MAY BE DIVIDED PART GOING TO ALABAMA

Long Cherished Plan Up For Decision by Legislature Next Month.

It isn't often that one State buys land of another, but that is the proposition now coming to a head between Florida and Alabama.

A plan is to be submitted to the Florida Legislature next month, proposing to cut off all that part of Florida west of the Chattahoochie and cede it to the State of Alabama. To that State it really belongs geographically.

Two years ago the Alabama Legislature voted to annex that part of Florida which lies between Alabama and the Gulf, whenever Florida should give its consent. The Constitution of Alabama authorizes the Legislature to issue bonds to pay for territory to be annexed—meaning this strip of Florida—and Florida would expect to be paid.

This land lies remote from the rest of Florida and has more in common with Alabama. With its wealth of seacoast, greater than that of any other State unless it be California, Florida could well spare that much. Alabama, excepting the fine bay and harbor of Mobile, is poor in seacoast and would welcome the addition.

LIFE'S TEMPEST.

By Horace M. Ferrell.

On life's tempestuous ocean,
Tossed about by the wind and the wave

Of sin's turmoil and commotion,
Are many souls; is there one who can save?

Yes, One who is meek and lowly,
Though the billows of sin dash and rave,

Dear soul, if you trust him wholly,
He is wondrously able to save.

Jesus, the pilot, will guide you
Safe into the harbor at last;
His wonderful love will hide you
Until the fierce tempest is past.

O, trust in the blessed Jesus,
Who commandeth the waves of the sea

And live with Christ, our Redeemer,
Throughout Eternity.

Mr. Horace Ferrell, formerly a S. I. N. U. student is one of the boys who paid the supreme sacrifice on the battlefields of France, September 29, 1918. The above poem was taken from a book written by Horace just before he entered the service.

and insurance assessment and a deposit in the savings bank.

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SPELLING

By Marion Blatter, Practice Teacher, Third Grade.

The purpose of teaching spelling is to enable one to spell correctly, the words he puts into writing. In actual affairs one is never required to spell except when he writes. Such words as he thus needs he must be able to spell accurately and with certainty.

It is a waste of time, interest, and efficiency for the child to learn the spelling of a large number of words which he will never use in his written vocabulary. The average written vocabulary of a child finishing the eighth grade, is only slightly more than 2,000 words.

In general the best time to learn to spell a word is when it is needed, to teach the child to spell from four to seven words which he does not require for every one word that he needs, is a relic of several centuries ago when spelling was taught as an end in itself.

Misspelling is so common a fault in the written work that little is thought of it in many schools. It is accepted as a part of the necessary unripeness of childish intelligence. In many cases the same words are missed over and over again; it is not so much misspelling as CONTINUED misspelling that should concern us. The child must come to have an interest and pride in correct spelling, he must develop a spelling conscience.

The best plan in teaching spelling is to teach, as the foundation, a minimum list of words made up from a careful study of the vocabularies of many grade pupils. If we add to such list all the words misspelled by the child in his written work the range of material will be sufficiently defined.

A minimum list of testing words or standardized list for each grade have been prepared by competent authorities and are available for the grade teacher.

The spelling is to deal with the words the child writes, and not the ones he is able to read or even able to use in oral speech. This would mean that spelling should be taught in the first grade only as the child learns to write. Spelling should be correlated with written language work and will advance as rapidly as the use of new words in written lessons progresses.

In presenting the words we should follow a definite order:

First. The teacher writes the words on the board pronouncing them distinctly, emphasizing the

syllables of the word but not destroying the unity of auditory image.

Second. Develop the meaning orally by using the word in a sentence and by defining it.

Third. Divide words into syllables, call on pupils to spell orally by syllables, have the word spelled in concert and individually by poor spellers.

Fourth. Have the pupils indicate the parts of the word that present difficulties, or whether the word contains parts they already know. The teacher should also call attention to peculiarities such as silent letters, ei and ie combinations.

Fifth. Have the pupils write the words once, twice or three times for study.

Sixth. The whole column is reviewed.

BOYS.

There will be a Stage Social in the Gym tonight at 7:00. All boys are urged to attend. Come out and meet the 'fellows.'

NOW THEN, DEAR EDITOR

Now then, I don't like the way you signed my name in the last issue. All my letters are addressed Miss Travillion. I think Miss Travillian sounds "pretty like," Miss Travillion.

Now then, pa won't let me come back for the institute, Earl. I want you to be a good boy and not flirt with all the pretty teachers. You know I shall be one of those creatures myself some day, maybe. And know how you would feel if I should do such a thing. You know me Earl. Sincerely,

PAULINE.

Now then, the attractions at Golconda were not great enough to keep Taylor on the farm, but evidently they were for Guy—I wonder why

Now then, one time I went over to Ava, Ill., with my "Movie outfit" and rode all the way in the covered cars with some other good men. When we entered the hills, I fell fast asleep and passed on through Ava. The porter awakened me the next morning at De Soto. I wouldn't have any of the students to know it for anything.

Yours,

E. G. LENTZ.

Now then, I am glad that Guy McLain is editor of the paper because he used to stand in the lower corridor and talk to M. B. but now

he is busy writing "dope" for the paper.

MR. MUCKELROY.

SPASMS

These few remarks have been extracted from a person who seldom speaks and has never written, by the conglomeration of idiosyncrasies and freakish combinations of convulsed phrasings, all of which "Cayenne Pepper" has seen fit to honor with the title of reminiscence in the March 23rd issue of The Egyptian. Evidently Pepper's purpose in attaching this interesting cogomen to his hectic remarks, was to delude an ever-innocent public into reading a deplorable bit of deformed composition. If we were possessed with the weird, gruesome imagination of the maniac could we construe the English language into any more idiomatic construction than the following, taken from Pepper's reminiscence: "The connotations of endeared spots, places and things frequently bring creeping spasms of pride." Of course we do not mind the absence of the usual "n" in the misused word connotations, "creeping spasms of pride" leaves a taste in our literary mouths something like the aftermath of a green persimmon pudding, flavored with alum. Pepper switches his senses about with such recklessness that we fear for their physical safety. But the saddest thing of all is, Pepper's taking for granted that his prattlings would arouse every emotion in the fine tried characters of those intellectual men and women (who have long ago learned to tolerate even such as he writes, and to whom it is our privilege to go for instruction) from the direst rage to the most consuming mirth. Such efforts as this toward journalism almost wring a tear of compassion from our already overburdened hearts. Has he lived to produce another such remnant, pardon me, I mean reminiscence, or is the author like some flowers, born to bloom but once?

(Publisher's Note: We leave "idiosyncrasies" without the "n" and "absence" with the extra "e" as they appeared in copy so that "Pepper" can have an orthographical "come-back.")

A TIMELY TALE.

Old Sol Ivoryy—The simp met me the other day and sprung an old one. Says the simp—"How can you make a thin man fat?" I had to give up and the simp says—"Make him look 'round.'"

When you bark don't growl if you get a grumble back.

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WHY THE SCHOOLS ARE IN SUCH A DESPERATE SITUATION.

There are three important reasons for the heavy debt of the schools: (1) Enrollment has increased; (2) the state and communities have made bigger demands; and (3) cost of educating a child has risen much faster than the income of the schools.

The increase in enrollment has been at the rate of about 5,000 children a year.

The new demands upon the schools include Americanization work and continuation schools.

Continuation schools are required by law. They are schools for children above the age of fourteen who are working. These children now MUST attend school part time and must receive instruction of a kind and at a time that will fit their needs. The law is an excellent one, BUT NO FUNDS are given to the schools to carry it out.

The outstanding cause of the schools' plight, however, is the increased per capita cost of educating children.

The report of the Bureau of Educational Research combined with that of the state superintendents of public instruction gives the following table of per capita costs of education in Illinois:

The great increase in 1921 is due largely to a material increase in teachers' salaries (see Figure 2, page 6), partly to the marked increase in cost of all school supplies and books, partly to the fact that the schools had been holding down expenses desperately as long as they could, and finally were unable to go without supplies, equipment, repairs and buildings any longer, and partly to the Hicks bill and by the increase of the distributive fund from \$4,000,000 to \$6,000,000 two years ago, reached the schools for the first time in the spring of 1920.

The increase in per capita cost of education is shown in Figure 6.

It is perfectly evident that if the cities must pay \$84.00 per pupil this year against a former cost of less

than \$49.00, there must be a sharp increase in revenue to meet the added expense. When to the fact that each child costs over \$35.00 more in 1921 than two years ago is added the fact that the enrollment is increasing at the rate of something like 5,000 pupils a year, we have a situation which will place the responsibility for the continuance of the schools at their present level of efficiency squarely up to the taxpayers of the state.

OUR ADVERTISERS.

Again we call your attention to our advertisers. They are supporters of our paper and deserve your generous patronage. A considerable part of the expense of publication is met by the advertising space we sell.

You can help the finances of this paper wonderfully by mentioning the fact that you saw certain advertising in the columns of the EGYPTIAN. Every advertiser who is inclined to doubt the profitableness of his investment will begin to see the light if you remind him that it pays. Ask others with whom you trade why they don't advertise in the Egyptian. Carbondale merchants will not long ignore the student demands.

LEGISLATIVE COMMITTEE VISITS THE NORMAL.

On last Friday a committee from the lower house of the legislature visited the Normal to ascertain its needs. The committee consisting of Reps. Carl Miller of Champaign and C. A. Gregory of Chicago, was accompanied by Rep. Harry Wilson and Rep. Everett Etherton of the 44th District. They gave assurances that all that Pres. Shryock is asking for in the way of building and increased equipment will be recommended to the Appropriations Committee. We are confident we will get our new \$225,000.00 gymnasium.

TO OUR CONTRIBUTORS.

The editorial staff greatly appreciates the generous response to the call for contributions to the EGYPTIAN. Without your willingness to help we could not have a paper. But please give us copy that does not require to be rewritten. Watch your English, especially your orthography. The labor is greater than you can know when so many needless corrections have to be made. Help us make the best paper possible.

PERSONALITIES.

We desire to caution our contributors against jokes and insinuations that are deliberately unkind. We cannot more quickly ruin a good paper than by permitting its columns to be used as sly means of personal attacks. We can't use contributions that call for a "come-back." Don't expect it. We like

jokes, satire, and pointed paragraphs, if they not too raw.

S. I. T. A. ECHOES.

A great meeting has now become history. The 40th annual meeting of the S. I. T. A. which convened in Carbondale March 31 and April 1, was the greatest ever; greatest in attendance, greatest in program, greatest in spirit. Over 2,000 enrolled, and not a single number on the program a disappointment.

The Normal Orchestra was never better. Everywhere among our visitors the praises of this wonderful organization were being sung. We are proud of our orchestra, and its talented director, Prof. Glenn C. Bainum.

Prof. W. G. Cisne makes a great chairman of the executive committee. The success of the meeting was due in great measure to his skillful management and untiring labors.

The visiting teachers were better cared for than ever before. Prof. G. W. Smith, as chairman of the assignment committee did most excellent work.

Wasn't it a home coming though? Teachers, teachers everywhere, and most of them former S. I. N. U. students.

Supt Roy V. Jordan of the Herrin city schools makes an ideal presiding officer.

WEE WUNDER

What makes folks call Anthony Hall "Agony Hall."

What makes Anthony Hall girls get all the stams.

Why Alice Cape never smiles.

What makes it so quiet on third floor after ten o'clock on Saturday night.

What makes Mary Server's hair so curly.

What S. O. P. H. stands for.

Why the faculty talk after devotionals always bores Mr. Shryock.

How Bud and Bee can think of something to talk about every singly night.

What made our editor's face get so red when he made his announcement in chapel.

What makes Lydia Walter so boy-crazy.

What makes some girls afraid of mice.

PROGRAM

Chapel Program April 8th.

Leader—Pauline Gates.

Solo—Edith Emmert.

Talk—O. H. Epperson.

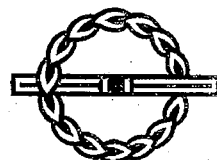
Anyone who has suggestion for the Friday programs please see the committee.

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A FRESHMAN STORY CHARMINGLY TOLD

Ecstasies and Anxieties of a Pretty Miss With Her First Fellow Vividly Portrayed.

I might begin by saying that I am a Freshie—that's what they call me anyway—and don't know so very much about this school. This is only my first year here and I thot I was doing particularly well to have a date, a real downright, no-doubt-about-it date the second term I was here.

I had noticed that fellow looking at me in Farm Animals class and then when he went out to the State Farm he walked with me two or three times. So one day Mr. Muckelroy was out and one boy, they called him Teddy, was teaching the class, and everybody began to throw notes and I got one. It was from this same boy and it said, "Would you like to go to the Senior-Faculty Ball Game tonight? Ans." So I wrote back, "Yes," and he said, "All right, I'll be by about 7."

The sun never shone so brightly nor the birds never sang so sweetly as when I went home that afternoon. I was never so happy in all my life. I got ready and thot he never would come. I heard a knock—"at last, there he is," I thot. So I jumped up and hurriedly put on my wraps and then ran to the glass to give my nose an extra touch of powder. While I was doing this the other girls went out to hang over the stairway to see us take our departure. I went tripping down the stairs and when about half way down I heard a gruff voice saying: "Your bill for this month—" I didn't stop to hear any more. Again I climbed the stair, with a heavy heart this time and those girls just laughed and laughed." I was gnawing files all the time as they were saying, "Where is he? Where is he?" I went back to my room and waited almost in tears. At last I heard another knock but this time I waited until I heard a gentle voice saying: "Is Miss Stone here?" Then my landlady called, "Gladys!" I went down and he said, "Hello," and I said, "How-do-you-do?" So we left and after a few minutes reached the Gym. I had never been in there except for physical training and it looked queer with the lights on.

We took a ground floor seat. (I think it cost a nickel more but we wanted to see good.)

We had just sat down when a bunch of boys dressed up in the funniest clothes rushed out on the floor and ran around in a circle with a

great big ball, which they threw trying to hit the wall. Once in a while they made a mistake and hit the basket. I asked David, who they were, and he said they were Seniors. I guess they were, but I never could tell one of them without those white sweaters.

All of a sudden some more players rushed out and they were the faculty. I knew that but I didn't know their names. I had seen most of them peering out at me over their glasses in chapel. There was lots of clapping but I couldn't understand why, they didn't seem to be such good players, at least I didn't think so—they hit the basket too much.

Then a funny looking man, dressed in white with red stripes on his trousers, blew a whistle and a big tall man (I found out later that he was the Registrar) and that little short fellow, they call him Ikey, went out in the center. Ikey had to have a stool to stand on so he would be tall enough to hit that ball. They scrambled around a great deal and when they hit the basket everybody clapped, and so did I, and that set my hat on one side of my head and mussed up my hair, but I didn't care.

There was one of the faculty players who grabbed the ball two or three times and ran all over the room with it. The others chased him but when they were about to catch him he threw the ball. He didn't hit the basket and I thought he was a good player, but everybody else laughed. I asked what his name was and they said it was Petersen.

I was just beginning to have a good time when they stopped playing. I thot maybe somebody was hurt, but I asked David again and he said it was the end of the first half. I didn't know they came in halves but I guessed it was all right.

Now I had a good chance to look around. I saw several of my classmates and they all seemed to be having a good time. Then I saw something that surprised me very much. Miss Williams, she's my C drawing teacher and Miss Burket, she's the other drawing teacher, were there. There was the cutest little man sitting between them and they nearly crushed him talking across him. I never did find out who he was.

Then I noticed some flupes on the blackboard and was just getting ready to ask what they meant, when the players all rushed out again. They fought harder than ever this time and I clapped when a basket was hit, because everybody did.

Everybody was so excited because

they thought it was going to be a tie I didn't see why they should be. I thot it would be rather nice to have a tie as they wouldn't have anything to quarrel about then.

Finally the game was over and we had an awful time getting out but finally we did get out.

Oh, how I did enjoy that game. I think I'm going to like basket ball forever and ever, and we're going to another game too.

SNIPES HUNTING

A new student here who has wide and varied experiences along most every line, told his friends when he heard them discussing "Snipe Hunting" that he had gone on all sorts of hunts, even "dear" hunts, but never for snipes. His accommodating friends anxious that his education in this direction should no longer be neglected, told him they would take him that evening.

According to promise at 6:30 the guileless one and his "buddies" headed for Thompson Lake where it was said droves of snipes spent the winters.

Entering into the spirit of the hunt, he showed the power which the fairy tale had gained over his mind. He was sure he heard the snipes calling.

Lighting a lantern, and locating the said young man with one of the conspirators to help him, the rest of the boys departed for the other side of the Lake. Telling the one who remained with the "amateur snipe hunter," that if they need him they would whistle. The amateur agreed to this, as it would mean more snipes for him. In due time, the whistle came through the night air, and the "Angel Child" was left alone.

Some hours later, the front door of a certain house of South Normal slowly, noiselessly, and timidly opened. A black headed youth stuck his head in, then with the movements of a cat he entered, burdened with a gunny-sack, a lantern, and a barrel stave.

Thinking no one knew of his adventure, and not caring to make known to the rest of the household, that he was completely worn out and unfit for study, he crawled into bed—a sadder, wiser American.

A FEW WORDS ABOUT NOVELS.

(Continued from page 1.)
by Hans Christian Anderson, in Swedish by Frederida Bremer, and others, in Norwegian by Anderson, in Russian by Ivan Fourgueniff, and in Polish by Sienkiewicz.

**Presbyterian Church
Next Sunday
Evening
"The Founder of
a Nation"
Everybody Invited**

SKATING.

Once there were two boys, whose names were Billy and Willy. I am sorry to say but they were spoiled and when they wanted something they had to have it.

One cold winter day they wanted to go skating on a swimming pool which was frozen and very deep. The boys asked their mother if they could go, but she was like all other mothers and did not want them to go. But as I said, they were spoiled and so she had to let them go. But when they came back, Billy was wet to the skin for he had fallen in. And I tell you he never asked to go again.

JANE WARREN,
Third Grade.

I move that a vote of thanks be extended to the weather man for not giving us rain but he could have been a tiny bit more kind and not kept us shivering in spring duds.

RUTH MUGGE.

**HEAR
Dr. Wilson Mills,
Evangelist**

Baptist church

April 3—17

Every Night at 7:30

Music by a Large

Chorus Choir.

**Special Invitation
to Students**

Carbondale Candy Kitchen

Manufacturers of Candies and Ice Cream

CARBONDALE, ILLINOIS

WHAT MAY I DO TO GET SOMEONE TO AT- TEND THE S. I. N. U.?

Ag. Club Second Prize Essay.

There are indeed a multitude of ways by which I might get someone to attend the S. I. N. U., and I will try to enumerate only those that I think are best.

The first thing I would do about the explanation would be to point out former students who have made a success. This is generally one of the first things a prospective student is interested in.

Next, I would point out the fact that the S. I. N. U. has a strong faculty. I would prove this by the number of degrees and experience of the members of the faculty.

Another good point is that, although most normal schools are dropping off in the number enrolled, the S. I. N. U. is holding its own.

I would point out the variety of types of work offered and be doubly sure to emphasize the splendid opportunity for special work, as in music, art, agriculture, commerce, and manual training.

The fact that the school gives a college degree would also be a good thing to point out.

If I were discussing the subject with a girl, I would point out the splendid dormitory facilities.

It would be of great interest to the person to know that the S. I. N. U. has a splendid library containing hundreds of valuable books on science, art and literature, besides the many good general and technical magazines.

I would point out the splendid social, religious, and literary opportunities offered through the Y. M. C. A., Y. W. A., the literary societies, and other organizations.

I would bring out the fact that Carbondale is so located with reference to railroads, that it is easily accessible from all points. Carbondale also has a good climate and pure water.

It would be of interest, especially to one who worked part of his way through school, to know that this school is less expensive than most other normal schools.

I would give the person some idea as to the salaries offered the graduates for the last year, the number placed and where.

I would make clear the fact that teaching is really a desirable profes-

sion from the standpoint of salary, culture, social opportunity and promotion.

However, if the person were not interested in teaching, I would make clear the fact that the school offers a good collegiate training for those who do not desire to teach.

I think that with a little bit of common sense and a thorough explanation of the thirteen points I have brought out, any person vitally interested in his future welfare, can be persuaded to attend the S. I. N. U., the best Normal in the State of Illinois.

ELMER SCHUETTE, '27.

A WORD TO THE "TWO- ERS."

This is a lovely day, let us take a tour! Oh, no, not one of those gallery tours where you have 75 or 85 paintings to name and periods and schools to give, etc., nothing so humdrum as that. Let us take a stroll on the campus even if we are not "two-ing" it this year. Do you like Nature in early spring when the trees are garbed in soft, uncertain, subtle hues? Just now she is youthful, she promises something. Perhaps you like the fulfillment better which occurs in July when she clears the mystery and loses her subtlety. Some of you prefer the campus in autumn when nature is clothed in her gayest colors, revealing in recklessness before she goes into retreat. I want you to study her just before the snow falls, again she appears subdued and chaste, enveloped in a hazy, atmospheric shroud which excludes all but those who are persistent lovers.

Just the other day a student said, "Give me a sunset to any kind of landscape." Perhaps he had stood on the banks of Lake Ridgeway while "two-ing" it and had watched the warm sunset glow in the west. Well, we can't blame him, sunsets do look lovely on such occasions; in fact nature is always beautiful then, that is, if the other attraction doesn't eclipse her. Have you ever thought, Mr. "Two-er," that nature only shows herself in her most gorgeous colors for a very short time?

GEEPEE DOUBLEYOU.

SPRING MILLINERY.

My wife's hat reminds me of a great snowy-white heron. The heron, you know, has an unusually large bill.

LITERARY SOCIETIES WITHDREW OF GIV- ING ENGLISH CREDIT

The literary societies were affected by the war as much, if not more, than any other organization in the school. At the opening of the fall term, 1914, about six or seven loyal workers in each society found themselves facing the difficult task of building the societies up to the standing of former years. They had to look for help to the new students in the school and to those who had not taken an interest in the societies in the past. All sorts of devices were used, interesting programs, membership contests, social affairs, inter-society debates and basketball games; classes were established to study parliamentary laws; and credit in English was given for one year's faithful work in the societies. Now that the membership of these organizations is built up to about one hundred members each, they have decided that this is the last year for the giving of this credit. They feel that there is no longer a need to offer this credit to induce people to join the societies; they realize that the strength gained from public speaking, the acquired powers of leadership, the pleasure gained from associating with those of kindred interests more than compensate for the time and effort spent. If the school gives letters for intellectual proficiency and leadership in the different school activities, those who throughout their school course have been the faithful workers and leaders in the societies will ask for no other reward from the school.

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)

GET YOUR HAIRCUTS

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No Amateurs



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THE OLD DAYS

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It costs more to make good clothes than it use to, it costs more to operate a store, but we have reduced our profits almost to the vanishing point in order to give you high grade clothes at reasonable prices.

Men's Department

J. V. T.
STORE

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

Shorte Meyer's Garage

L'ALLEGRO AND IL PENSOROSO

In comparing Milton's L'Allegro with his Il Pensoroso the latter affords a truer insight into the soul of the man.

In L'Allegro the poet banishes Melancholy to a dark, mysterious dwelling place, for one of her birth and character, and commands one of the Graces, born of wanton love, to lead the Nymph Liberty, in a dance accompanied by all that means Youth, Gayety, Smiles, Laughter, wanton, fascination and love. He asks permission to join the merry crew in unrestrained pleasure. Each of these poems lasts about twelve hours.

They begin their revelry at dawn, enjoying the simple pleasures of a rustic's life interspersed with goblins and fairies. Then to the sights which compose the dreams of poets, great cities, cavaliers, titled men, beautiful women richly garbed, moving in splendid pageant or feasts of revelry with Hymen, the god of Marriage as a frequent guest. A John-sonian or Shakespearean play is suggested, and music so entrancing that Orpheus might be pleased, and Pluto be so moved as to allow Eurydice her full freedom, instead of punishing Orpheus for his weakness.

If Mirth can furnish these delights he is willing to follow her.

In Il Pensoroso he banishes wanton Folly and her train to a dwelling in "some idle brain," for they are as unstable as a dream. He bids Melancholy to his side calling her a divinity, picturing her as pure minded, stately, serious, contemplative, peaceful, having leisure to think upon the things of life worth while. Here he speaks of watching for Philomel's sad song, who had been Metamorphosed into a Nightingale, and for the Chaste goddess Diana riding in the heavens at night. If the weather will not permit he will muse at home; with no semblance of mirth but the lively cricket. Here he reads the words of Plato, Musaeus, and others until dawn appears in her natural way. When the sun-god sends his piercing rays over the earth he wants to be conveyed to a virgin forest of shaded walks to sleep until he is awakened by sweet music. He prays never to stray from the path of quiet studiousness, nor from the church or influence of sacred music. In his old age he hopes to find leisure to study the stars and contemplate nature in all her beauty and mystery.

If Melancholy will promise these he will follow her.

The poem Il Pensoroso corresponds to Milton's own manner of living his cloistered, religious, studious, and at times pensive life, even though he did play an active part politically during Cromwell's time. There is no doubt that it reflects the true soul of Milton more than L'Allegro.

GLADYS WILLIAMS.

Subscribe for THE EGYPTIAN.

ADVANTAGES OF STUDY- ING ENGLISH GRAMMAR

Of the many different subjects in our school curriculum, English Grammar is the most important. The advantages gained from the study of grammar are greater by far than those gained from any other subject. One must know the grammatical construction of words in order to be able to interpret what he reads correctly. For example, one might work incorrectly an arithmetic problem which depended only on the tense of a verb.

The study of foreign languages is based upon our knowledge of English Grammar. To be able to conjugate a verb in Latin or French, one must first be able to conjugate it in English. Also in order to understand the declension of nouns and adjectives in Latin or German, one must first understand the corresponding case in English. Therefore English Grammar is very essential to the study of foreign languages.

If one wishes to succeed in the business world, he must be able to converse intelligently with his customers, employees, and many other men whom he meets in his business affairs or otherwise. Then a study of English Grammar is an essential element to be gained if one wishes to succeed commercially.

To stand high in social affairs, one must be able to carry on an interesting conversation with a person and in order to do this he must have a knowledge of English Grammar. In traveling a person has a still greater need of English Grammar, because he meets all classes of people, some probably not so well versed, but then others who are very well educated. The first thing an educated person notices about an individual is his correct use of English Grammar. If he uses bad grammar, he immediately knows how to classify him. This quotation from the English author, John Ruskin, is quite true, "Tell me what you like and I'll tell you what you are." Then we might say, "Tell me what kind of grammar one uses, and I'll tell you who his associates are." This illustration may explain the quotation further. On the train one day a well dressed and an apparently cultured lady was seated. To the porter she said, "This here train is awful late today, ain't it?" She was immediately classified by her hearer.

People who really appreciate good literature have cultivated the habit of using correct grammar. This gives them a linguistic pride in being able to speak accurately and clearly. When one has attained this, he has reached an efficiency and cultivated a memory that no other standard can excel—that of using correct English Grammar.

ZELLA FORD.

She doesn't call him honey—but mighty near it—she calls him Old Beeswax.

MY BOARD DURING THE SUMMER TERM OF 1919.

'Twas on June seventeenth, that I came to this town,
To gain by more study some later renown.

I then looked for a place to stay,
There to room and to board until closing day.

At last toward evening, I did find a place,
And stayed there exactly twenty-eight days.

I was treated quite well the first couple days,

'Twas to draw me into a ridiculous maze.

The first Sunday we had some very good meals,

They were merely some of those gentle appeals,

To keep us all from knowing quite simple,

That the good food supply was beginning to dwindle.

For breakfast we now have gravy and bread,

And some syrup, cocoa, and water, you bet.

For dinner we have the diet reversed,

With sometimes a slice of meat immersed.

For supper we have that very same stuff.

You talk about chicken, Oh! what a rebuff.

Call for anything good, and then, oh, what a sneer

We see on the landlady's face appear.

We eat until nothing remains in the dishes,

And then look for more like poor starving fishes,

Enough for us all there never has been

For from day to day all are growing quite thin.

Oh, how I do long for that last day to come,

When this fine boarding place will be on the bum,

But soon I shall go where my lodging is free.

The sooner the better for my partners and me.

EUGENE WERNER.

THE CHAMELEON

Marjorie brought her Chameleon to school. She bought it at a circus. We kept it at school and watched it.

It had four feet and five toes on each foot. Its ears are tiny holes on the side of its neck.

We saw it curl its tail. We saw it turn brown and green.

The Chameleon belongs to the lizard family. The chameleon was a little pet and we liked to watch it very much. Ralph Thompson, Third Grade.

Where's the fellow who can wind the watches of the night?

McPheeters, Lee and Bridges

Handle the Following
Lines

PICTORIAL

REVIEW

PATTERNS

SIMMONS

SILK GLOVES

ATHENA WEAR

WAYNE KNIT

SILK HOSIERY

KAYSER

SILK HOSIERY

ROYAL

WORCESTER

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