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Egyptian Staff

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A novel in prose narrative of fictitious events connected by a plot, and involving portraits of character and descriptions of scenery. In its present significance 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 writing for entertainment is of considerable antiquity. Among the Greeks we find mention of a collection of stories known as the Milesian Tales. Before these, a sort of historical romance, "The Cyropaedia," had been produced by Xenophon in the year 445 B.C. There were several earlier 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 a number of imitations, and at 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.

In 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 romances, the picaresque romance, and the pastoral romance. The first variety was represented by Garagatzu and Pantargus. 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 its acerbity 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 class Matsumon Alemán gave us, in Guzman Alfarache, 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 Samuel Taylor Coleridge the idea of "Don Juan." 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 skilful 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 of the English fiction writers, and the latter's Death of a Bachelor 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 Gait, Lady Mary Wortley Montagu, Lord Chesterfield, Rousseau, Goldsmith, Smollett, Fielding, Richardson, Sterne, and Johnson.

The first trials were made in the novels of Fanny Burney, Colonial Jack, Mrs. Cralk, Kingsley, George Elliot, Wilkie Collins, Miss Bradson, Mrs. Oliphant, Mrs. Gaskell, Mrs. Fielding, and others.

In France, among the novels treating of social life, in the eighteenth century, the most prominent are: "The Life of Charras," "The Satisfactory Peasant," by Marvaux; "Mammon L'Escant," by Abbe Pivô; "Le New Helioc," "Emile" by Rousseau. The latter contain the author's theories of love, education, religion, and society. In the department of humorous and satirical fiction, the French are also very clever.

As a writer of satirical fiction Voltaire is entitled to a very high rank by his Candide, Zodic, and Prince of Babylon. The translation of the Arabian Nights' Entertainments by Galtrev revived the taste for the extraordinary, 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 satire, humor, 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, and others.

On entering the nineteenth century, the first name met with is that of the author of Waverly. Sir Walter Scott introduced a new era of heroic fiction. The novels of Sir Walter Scott 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 Gait, Lady Mary Wortley Montagu, Lord Chesterfield, Rousseau, Goldsmith, Smollett, Fielding, Richardson, Sterne, and Johnson.

This, indeed, is the greatest service the act of fiction can render to mankind. It enables us to understand our fellow-man, it explains 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 noble development of American fiction. An American poet, novelist, or historian is now in 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, Spain.

The most celebrated of the French novelists of the nineteenth century are: Madame de Stahl, Chateaubriand, Victor Hugo, Dumas, Balzac, George Sand, Gautier, Zola, Daudet, and others.

The more noteworthy names in German literature of fiction are: Gotthilf, W. Ates, Hackmiller, Spieghagen, Gottfried Kinkel, Johann Klink, Auerbach, Hoffmann, Freytag, George Evers, and others.

Among the most important novels in other languages are those of the Italian by Manzoni, and 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, tradition, and 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 welcomed as a new one. Anything strange against the classical fell feeling, 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 prose 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 of man. This age is sometimes called the revival of mediævalism 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 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 fecile sense of form, atention 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. 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 Quincey, Ben- 

tham, Melville, and Mill.

"England was a fountain-head of the romantic spirit, which culminated at the beginning of the nineteenth century. It may there be traced from the Rery Ballads to Chatter- 

ton, Cowper, Blake, Burns, Scott, Wordsworth, Coleridge, Shelley, Keats and Rossetti. 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 dalemen; By-

ron'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 beginnings of Romanticism was found in Rousseau, Cha-

teaubriand, Lamartine, Dumas, Gautier, Flaubert, Milger, 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, Schiller, Goethe, and Schelling. The "Sturm and Drang" period was largely romantic in its temper, but it was Nevalis who was the real prophet of Romanticism in Germany. Among others of the romantic school in this country were Schlegel, Frock, Klett and and others. They were in Germany included affection for the oriental in religion. It led some of its most notable representatives to Catholic idols, and into the Catholic church. In politics it was associated with reaction and 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.
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 'is fair
But otherwise fair maiden's Beware.
BETSY V. SPILLER
Marion, Ill.

SUBSCRIBE FOR THE EGYPTIAN.

SCHOOL TEACHERS

Geo. Pritch

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 grew 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 got ten enough children for a mass in her room, she teaches them reading, writing, geography, grammar, arithmetic, music, drawing, cooking, sewing, and French. 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 school reform. A great many reformers roam on school teachers and some of them are very cruel (calling to them so long that the poor things have to sit up until deep morning when they get home to get their daily test papers corrected.

School teachers' salaries range from $35 a month up—but not far enough up to make them dizzy. On her salary the teacher must dress her clothes and buy the things she needs. 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 dis- trict, county and state institutes, and enjoy herself during a three weeks' vacation which has to wait until she is taken every year. In addition, the teacher is supposed to braid 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 pension.

There is a popular superstition to the effect that the greatest wave 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 much to learn, 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 Dis- 

cussion 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, providing to cut off all that part of Florida west of the Chattahoochee and cede it to the State of Ala- 

bama. To that State it really belongs geographic ally.

Two years ago the Alabama Legis- 

lature voted to annex that part of Florida which lies between Alabama and the Gulf, when Florida should give its consent. The Con- stitution 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 Cali- fornia, 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 wave,
Of sea'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 fiercest 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. U. student in one of the boys who paid the price of the great battlefields of France, September 25, 1918. The above poem was taken from a book written by Horace just before he entered the service.
SPELLING

By Marion Bitter, Practice Teacher, Third Grade.

This 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 words at times, that is thought of in many schools. It is accepted as a part of the necessary, unfitness of childish intelligence. In many cases the same words are misspelled 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 has been prepared by competent authorities and is available for the grade teachers.

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, retention of meaning or by using the word in a sentence and by defining it.

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

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, el and le combinations.

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

Sixth. The whole column is reviewed.

- You are Urged to Attend.
- You are Urged to Meet the "Follows.

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 Travillon. I think Miss Travillon sounds "pretty like," Miss Travillon.

Now then, pa won't let me come back for the junior, Edric. 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 I know how you would feel if I should do such a thing. You know, I am Pauline.

Sincerely,
PAULINE.

Now then, the attractions at Goliath 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 car with some other good men. When we entered the hills, I fell fast asleep and was on the ground. The porter awakened me the next morning at De Soto. I wouldn't have any of the students to know about anything.

Yours,
E. G. LENTZ.

NOW then/I am glad that no one said they didn't like my ad.

Says the ad—"How can you make a thin man fat?" I had to give up and the ad says—"Make him look round."

When you bawl don't growl if you get a growl back.

THE EGYPTIAN.

For Good Barber Work—Come To—DELUXE BARBER SHOP
Morris and Travillion, Proprietors 203 West Main St. 1st class shoe shining 10c

SHINE 5c
JOIN THE SHINING CLUB
Fifty Cents for two months membership. Shines for all members, five cents.

STEVENSON'S STUDIO
Everything Photographic
Let us finish your Kodak work. Finished by professionals in a professional way.

HEWITT'S DRUG STORE
Saturday Special Finest Chocolates 50c per pound
P. S. Advertising manager wrote this. Mr. Hewitt was too busy selling chocolates to write his ad.

PATTERSON DRY CLEANERS
South of Hewitts Phone 332-L Work Called for and Delivered
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 for children above the age of fourteen who are working. These children must attend school part time and must receive instruction of a kind and at a time that will fit their needs.

The increase is due in great measure to the legislative committee did most excellent work.

WHEN IT IS NOT A HOME COMING THOUGHT.

What makes folks call Anthony Hall "Agony Hall?"

What makes Anthony Hall girls get all the slams.

Why Alice Adams never smiles.

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

What makes Mary Roper'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 bony.

What makes some girls afraid of mice.

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 spelling, 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 stye 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 are 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 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. Balmum.

Prof. W. G. Clune 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.

WHAT S. O. P. H. STANDS FOR.

What makes folks call Anthony Hall "Agony Hall?"

What makes Anthony Hall girls get all the slams.

Why Alice Adams never smiles.

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PROGRAM

Chapel Program April 8th.
Leader—Paul Gates.
Solo—Edith Emerson.
Talk—O. H. Epperson.
Anyone who has suggestion for the Friday programs please see the committee.

Subscribe for THE EGYPTIAN.
A FRESHMAN STORY
CHARMLINGLY TOLD

Excesses 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 I know very much about this school. It is only my first year here and I thought 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. MacLure 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?" 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 then the boy never came. I heard a knock—"at last, there he is!" I thought. 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 around 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 mind it too much, I climbed the stairs, with a heavy heart this time and those girls just laughed and laughed. I was gnawing flies all the time as they were saying: "Where is he? Where is he?"

I went back to my room and 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, "Glady!" 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 it 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 ones that 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. But 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 Ike, went out in the center. They 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 laughed, 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 Peterson.

I was just beginning to have a good time when they stopped plav- ing. I thought somebody was hurt, but I asked David again and he said he was hit by 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 Burke, the other drawing teacher, were there. There was the cutest little man sitting between them and they nearly crammed him talking across him. I never did find out who he was.

Then I noticed some lines on the blackboard and that was getting ready to ask what they meant. I didn't see 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 thought 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.

SNIPE 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 not longer be neglected, told him they would take him to the evening.

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

They went out 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 amateurs, he helped beside 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 help 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 Norman slowly, noiselessly, and timidly opened. A black headed youth stuck his head in, then with the movement of a cat he entered, adorned with a gunny-sack, a lantern, and a barrel slave.

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

A FEW WORDS ABOUT NOVELS

(Continued from page 1.)

by Hans Christian Andersen, in Swedish by Frederika Bremer, and others, in Norwegian by Anderson, in Russian by Ivan Tourguenoff, and in Polish by Sienkiewicz.

Carbondale Candy Kitchen
Manufacturers of Candies and Ice Cream
CARBONDALE, ILLINOIS

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, 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
WHAT MAY I DO TO GET SOMEONE TO ATTEND THE S. I. N. U.?

Ag. Club Second Prize Essay.

There are indeed a multitude of ways by which I might get some one 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, 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 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 ten years, the number placed and where.

I would make clear the fact that teaching is really a desirable profession 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 explaining and a thorough explanation of the thirteen points I have brought out, any person vitally interested in his future national 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 "TWOERS."

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 "twoing" 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 there, 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?

GEORGE DOBLEUY.

SPRING MILLINERY

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

M. E. BATSON'S

Where They Know How No Amateurs

GET YOUR HAIRCUTS

AT-

M. E. BATSON'S

Special Invitation to students. (adv)

Prices that look like the Old Days

Spring Suits from Hart Schaffner & Marx

$35.00 to $40.00

It costs more to make good clothes than it used to.

Get more to make 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

Shorter Meyer's Garage

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

The Egyptian.

LITERARY SOCIETIES WITHDRAW OF GIVING 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 society. 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.)
In comparing Milton's L'Allegro with his II Penseroso 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, Whiskey, 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 gallants and fairies. Then to the sights which compose the dreams of poets, great cities, cabinets, titled men, belles and gardens richly garbed, moving in splendid pageant or feasts of revelry with Hymen, the god of Marriage as a frequent guest. A Johnonian or Shakespearean play is suggested, and music so entrancing that Orpheus might be pleased, and Pintosho, who 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 II Penseroso 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. Contemporary, peaceful, serene, 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 kind of grammar one uses, 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 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 Beesaw.

My Board during the Summer Term of 1916.

'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 half days.
'Twas to draw me into a ridiculous maze.

The first Sunday we had some very good meat,
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 had gravy and bread,
And some syrup, cocoa, and water, you bet.
For dinner we have the diet reversed,
With sometimes a slice of meat interspersed.

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 good,
The sooner the better for my partners and me.

EUGENE WERNER.

The Chameleon

Marjorie brought her Chameleon to school. She bought it at a store. 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.

\[ \text{The Chameleon: \text{\textit{Eugene Werner}}} \]

\[ \text{Where's the fellow who can wind the watches of the night?} \]
Greetings,
Old Students!

Welcome,
New Students!

Patterson & Schwartz
102 S. Illinois Ave.