

THE PRAIRIE

PUBLISHED BY THE STUDENTS OF THE WEST TEXAS STATE NORMAL COLLEGE, CANYON, TEXAS.

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NUMBER 15

FIRST INTER-COLLEGIATE TRACK MEET OF THE PANHANDLE HELD FRIDAY AND SATURDAY

The Inter-collegiate Meet on the West Texas State Normal College Athletic field was the first inter-collegiate meet to be held in this part of the state. Clarendon and the Normal were the only colleges represented on the field. Abilene Christian College was represented by a tennis team. Clarendon won the field events 75 to 78 points. In tennis Canyon won first in doubles and Clarendon third. A. C. C. won first in singles.

The following is the report:

16 pound shot put—Head, Clarendon, 1st place; Mitchell, Normal, 2nd place; Durham, Normal, 3rd place. Distance, 39 feet, 8 1-2 inches.

Discus throw—Head, Clarendon, 1st place; Mitchell, Normal, 2nd place; Smally, Clarendon, 3rd place. Distance 103 feet and 8 inches.

Javelin throw—Durham, Normal, 1st place; Head, Clarendon, 2nd place; Taylor, Normal, 3rd place. Distance 135 feet and 10 inches.

100 yard dash—Garrett, Clarendon, 1st place; Close, Clarendon, 2nd place; Terry, Normal, 3rd place. Time 10 3-4 seconds.

1 mile run—Sanders and E. Wallace, Normal, tied for 1st place; Swinburn, Clarendon, 3rd place. Time, 5 minutes, 47 seconds.

440 yard dash—Garrett, Clarendon, 1st place; Wallace, Normal, 2nd place; Simms, Normal, 3rd place. Time 1 minute flat.

Broad jump—Upton, Clarendon, 1st place; Durham, Normal, 2nd place; Smalley, Clarendon, 3rd place. Distance 19 feet 3 1-2 inches.

High jump—Closé, Clarendon, 1st place; Hudson, Normal, 2nd place; Mitchell, Normal, 3rd place. Height 5 feet, 4 inches.

Pole vault—Bostick, Clarendon, 1st place; Mitchell, Normal, 2nd place; Close, Clarendon, 3rd place. Height, 9 feet, 6 inches.

220 yard dash—Terry, Normal, 1st place; Garrett, Clarendon, 2nd place; Smally, Clarendon, 3rd place. Time 24 4-5 seconds.

880 yard dash—E. Wallace, Normal, 1st place; W. Wallace, Normal, 2nd place; Garrett, Clarendon, 3rd place. Time 2 minutes, 44 seconds.

120 yard hurdles—Upton, Clarendon, 1st place; Close, Clarendon, 2nd place; Terry, Normal, 3rd place. Time 16 2-5 seconds.

2 mile race—Attaway, Normal, 1st place; Swinburn, Clarendon, 2nd place; Taylor, Normal, 3rd place. Time 14 minutes, 7 seconds.

220 yard hurdles—Upton, Clarendon, 1st place; Close, Clarendon, 2nd place; Mitchell, Normal, 3rd place.

1000 yard dash—1st place conceded to Normal.

Relay Race—1st place conceded to Normal.

Tennis doubles—Wells and Younger, Normal, 1st place; Lewis and Sewell, Abilene Christian College, 2nd place; Smally and Vander, Clarendon, 3rd place.

Tennis singles—Lewis, Abilene Christian College, 1st place; Draw for 2nd place between Wells of the Normal and Smally of Clarendon.

Vocational Representative to Inspect School Here May 15th.

Mr. Phillips has just received word that Mr. Malby, who has Texas and adjacent states in the Federal Vocational Agricultural work, will be here about May 15th. Director for Texas, Mr. C. L. Davis, from the state Department of Education will accompany Mr. Malby.

Normal Has Charts and Slides for Panhandle Schools

There are several sets of slides and charts in the Agricultural Department that may be secured by schools who will pay the express to and from Canyon.

Normal School Boys Run Incubators

The Agricultural Classes in Animal Production are keeping the three incubators running to capacity this month. The boys furnish the eggs and get to keep the chickens.

Prof. Jarrett will deliver the commencement address at Quitaque next Friday night. Mr. Henry Baker, a graduate of the Normal, is superintendent of the school there.

Mr. Allen: "You are suspended for a term of three months."

Young girl: "I'll be dead if I hang that long."

Something's just got to be done to the weather—it's gotten so lately that it pays no attention whatever to the "government instructions."

That Cousins-Sesame Hay Ride

One hundred Cousins and Sesames climbed aboard the three-wheeled train last Monday afternoon at five o'clock for a four-hour ride and picnic along country roads. When the conductor yelled "twenty minutes for supper" at the creek northwest of town, it was a jolly bunch whose echoes were heard resounding from the near-by hills as they emptied the sacks of "grub." The journeyers again boarded the train when Miss Haines blew the whistle and the two horse power engines puffed up hill and down until nine o'clock found the procession at its starting point.

Attractions for The Summer Session

The Lyceum Committee has engaged a number of unusual attractions for the Summer Session. The first number will be a musical attraction, sometime near the opening of the quarter.

Dr. Henry S. Curtis

During the week beginning June 14, Dr. Henry S. Curtis of Oberlin, Ohio, will deliver a series of two lectures daily. Dr. Curtis is an educator of national reputation. For sometime he was Secretary and Vice President of the Playground Association of America, Supervisor of the Playgrounds at Washington, D. C., and Secretary of the National Child-Welfare Conference. He is the author of a number of books on the subject of play as related to education.

Professor Edward Howard Griggs

On July 8, 9, and 10, Dr. Edward Howard Griggs will deliver a series of lectures on Education and Literature. His program follows: Evening lectures: The Protest against Economic Wrong—Hauptmann's "Weavers"; The Protest against Making Criminals—Galsworthy's "Justice"; The Protest against Yielding to Fate—Calderon's "Life is a Dream." Morning lectures: 1. Work and Play in Education; 2. Principles of Government in Home and School; 3. The Influence of Personality in Education.

Dr. Griggs is one of the most brilliant lecturers on the American platform to-day. He has a wonderful personality, a rich and deep knowledge of humanity, and he delivers his message with force and charm. Said a friend of mine: "He adds a new charm to life and makes it seem all the more worth living."

Musical Artist

Sometime during the month of July a musical artist is to be with us. The exact date has not been determined, but the committee is in correspondence with a company which promises us a rare treat on this score.

Devereux Players

During the latter part of July or the first of August the Devereux Players of New York are to be with us again. Those who saw this admirable company last summer are anxious to see them in their new role. They are playing this season the following standard plays: "Daniel Druce" by W. E. Gilbert, "Romancers" by Rostand, "Ghosts" by Ibsen, and "Mona Vanna" by Maeterlinck.

Mr. Devereux possesses rare artistic ability as an actor. He reads his lines with force and an ease which are effective and pleasing. Miss Graff is endowed with a charm of personality and a grace of movement which uniformly delight her audiences. These two stars have heretofore been supported by firstclass actors in every role. People of this section should avail themselves of this rare opportunity to see standard plays excellently presented by firstclass artists at reasonable prices.

Follett, Texas, April 23, 1921.
Mr. J. A. Hill,
Canyon, Texas.

Dear Sir:
While attending the Normal I had occasion to borrow a sum of money from the Gregg Cousins Memorial Fund. And although I repaid it soon with interest, I desire to put in an additional amount for the good it may be to someone else. So please accept the small amount enclosed as a gift to said fund.

Sincerely yours,
A. B. GRIFFITH.

Miss Mary Smith Clark, a graduate of last year who is now teaching at Shamrock, recently spent the week-end in Canyon with Mrs. T. M. Smith and family.

FIRST YEAR NORMAL CLASS PICNICS IN CANYONS

Monday morning, April 25, about 35 first year normal students assembled at the front entrance of the Normal, picnic bound. Noses were counted and plans were made for the day. "Comfort first" seemed to have been the slogan of the day since each boy who appeared wearing a tie was immediately dispossessed of it peaceably or otherwise. Even the dignified chaperon, Wesley Allen, was not spared; his tie came off with the rest.

Five cars carried the picnicers to the canyons without a mishap. Wesley Allen and Verle Fletcher were appointed official guides and the descent into the canyons was begun. The bottom was reached after a toilsome climb during which the bursting sacks strewn oranges, apples and bananas along the way. Davis Hill arrived tenderly carrying a battered box of sandwiches wrapped in a sweater. A walk of several minutes brought the crowd to the creek where the usual good time was had in wading. Lunch was spread about noon. Such a lunch it was that everyone felt repaid for scrambling after the spilled fruit and carrying the boxes and packages. Especially was enjoyed the surprise package containing a stick of candy around, the treat of Jo Della Pennington.

When time came to return to the cars the guides were sent ahead to point out the way. Imagine the surprise of the crowd when they struggled panting to the top of the canyon to find that they were looking into one as deep as that out of which they had come. At length, however, the cars were sighted and reached.

After a consultation it was agreed that there was yet time to visit another canyon. The cars were driven to Cooley's, and the picnicers again scrambled up and down the cliffs and enjoyed the magnificent view from the falls. About 4:15 the cars were turned homeward. The picnicers agreed that it was one of the most successful picnics they had attended from every standpoint—weather, lunch, chaperons and fun.

JUDGE MCKENZIE DONATES BOOK ON JOURNALISM

Judge J. K. McKenzie of Miami visited us during the Interscholastic League Meet. The Judge is a public spirited man, who is greatly interested in public education in general and young life in particular. He is always on the right side of public questions, and he makes his convictions felt by his energetic efforts.

One very thoughtful act, as an illustration, will serve to show his great interest in the boys and girls of this section. While here a few days ago he learned that this institution offers a course in practical journalism. When he returned home, he mailed to the library of our institution Payne's "History of Journalism in the United States." This is a 1920 publication, and it contains much interesting and valuable information. The class in journalism wishes to thank the Judge for his kindness.

There is no need to invite the Judge to come to see us again. He is present at practically all educational gatherings which meet at W. T. S. N. C. But we want to assure him that we are always glad to have him. We feel that he is our friend and that he fully appreciates what this institution is doing for this section educationally.

Mr. and Mrs. Lang and children, accompanied by Mrs. Morelock and Miss Georgia Watkins, were in Amarillo May the first to hear Dr. Thompson's sermon to the High School Graduating Class.

Mr. and Mrs. Easton Allen of Tulsa spent Saturday and Sunday in Canyon.

HAVE YOU FEDERAL AGRICULTURAL AID FOR YOUR SCHOOL?

F. R. Phillips,

Vocational Agriculture, Canyon Normal

Does your school teach Vocational Agriculture? Are you one of the many who have seen the failures of the old time school gardens and given up the idea of teaching agriculture? Vocational Agricultural Education does not require the school garden; nor, does it get the notes from the mothers to please excuse "Mary" from further work in the garden because the sun had bistered her "arms."

Funds Available

The Federal Vocational Director for this state has funds available for paying half the salary of full time teachers or a little more than one-fourth the salary of half time teachers of Agriculture. The Canyon Normal has been asked to recommend the schools to receive this aid. It has been learned from experience that the Miami system of putting this work on is more satisfactory the first year than the full time agricultural work. In the Miami School the Agricultural teacher teaches half time in other High School subjects and gets only twenty eight per cent of his salary from the Federal Vocational Board. In many schools in Texas the man who teaches agriculture is Principal of the school. Some larger towns use him for Superintendent of their school.

For Boys Above 14 Years

Vocational Agriculture is for boys in hte High School who are above 14 years of age. They must spend as much time on agriculture as all their other subjects. They receive one and a half units credit from the Department of Education. Besides one recitation of theory and one of practice each day; the boy must keep a project record for nine months. If he be studying plant production, he may keep one or more acres of land. If he be studying Animal Production, he must keep a record of a pig, cow, horse, or other live stock. The records must show cost, feed, labor, sales, and net profits. Roy Tate of Canyon made over a hundred fifty dollars on his sow after paying all expenses. The project takes the place of the old time school farm.

How to Secure Federal Aid for Your School

Any four-or-more-teacher school, with over eight boys above 14 years of age may secure these funds. They must have a graduate of an Agricultural college for a teacher and about twenty-five dollars worth of reference books. Most schools equipped for teaching science have the required laboratory apparatus. Any one interested in this work in his school for next year should get his request in at once.

Granger Boys Make Good Money From Projects

In the Granger High School, twenty-six boys in Vocational Agriculture made a profit totaling \$2,602.01 during 1918-1919. Cecil Hodges came first at this school in profits with \$408.06 from a registered sow and litter.

The interest in this type of work continues to increase because our work enables the school to meet the needs of the community as it has not been able to do before.

New Regents Appointed

Two new members have been appointed by Governor Neff on the State Normal School Board of Regents, Miss Margie Neal of Carthage and Hon. J. J. Bennett of Stephenville. These two new members take the place of Mr. Martin of Plainview and Mr. Marshall of Sherman, whose time had expired.

The Board as now constituted is as follows: A. C. Goeth of Austin, President, Robert J. Eckhardt of Taylor, Martin O. Flowers of Lockhart, A. B. Watkins of Athens, Miss Margie Neal of Carthage, and Mr. J. J. Bennett of Stephenville.

PANHANDLE-PLAINS HISTORICAL SOCIETY BANQUET AT COUSINS HALL WAS A BIG SUCCESS

Norfleet-Benson

Word has been received in Canyon to the effect that Frank Norfleet, better known as "Pete," was married to Miss Floe Benson in Hale Center last week.

"Pete" is a product of the Normal College, and a son of Mr. J. F. Norfleet of Hale Center, who was swindled out of \$45,000 some time ago. "Pete" left school during the first quarter to act the part of Sherlock Holmes in arresting the master mind of the swindle, Joe Fuery.

Miss Benson, also of Hale Center, was in the graduating class of the high school at that place, and is one of "Pete's" former playmates.

Girls' Inter-Society Debate

A girls' inter-society debate is scheduled for Thursday evening at 7:30 in the College Auditorium. The question is "Resolved, That California's Alien Land Law is Justifiable." The debaters are Mona Horton, Arlene, Rose, Ivy Cary, Thelma Bivins.

This is the first move that has been made towards a girls' debating team, and it will be watched with interest. It is hoped that the young ladies Literary Societies will continue this work and that it will not be confined to this school alone, but will branch out to other colleges and result in a standard inter-collegiate debate for girls.

The merits of the inter-collegiate debate for boys are recognized by all. The debate has accomplished what no other intercollegiate activities could accomplish. Besides its values to the individual debaters, it is a potent factor in bringing about a closer relationship among the colleges of our state.

Since the debate has proved so valuable for boys, the girls should not be barred from this pleasant and profitable activity.

English Club Studies Noyes

A most delightful program on Alfred Noyes was presented at the meeting of the English Club on April 18 by the modern poetry department.

Noyes was discussed as a composer of lyric, nature, romantic and dramatic poetry. Elizabeth Reek laid the foundation for the discussion by an excellent paper on the general characteristics of lyric poetry. The presentation of Noyes as a lyric poet by Lucille Gill was sympathetic, sincere and stimulating to the desire for a closer acquaintanceship with the poet. "Noyes as a nature poet," was the subject upon which Edith Eddins spoke. Joy Mills presented Noyes as a romantic and dramatic poet. Her sympathetic reading of "The Highwayman" was in harmony with the character of the poem so that every one felt that he was really present when the highwayman came riding—

Riding—riding—
The highwayman came riding
Up to the old inn-door.

At the conclusion of the program, each was conscious of having met a personality in the poet Noyes to whom his whole nature responded unreservedly.

Prominent Archaeologist Lectures

Mr. Warren K. Moorehead, archaeologist of national fame and author of several books on primitive American Indian Life, lectured at the Normal Auditorium Friday evening, April 22, under the auspices of the Panhandle-Plains Historical Society. Mr. Moorehead is engaged in research and excavation in the Panhandle, and dealt with the results of his research in his lecture. Interest was increased by lantern slides, many of which were photographs of Indian ruins in this section.

White Deer Adds Agriculture to its School

A special agriculture teacher will be employed by the board of trustees of the White Deer school, it was decided at a board meeting Monday night. Federal aid will be given the school in the employment of the teacher. Professor Phillips of the West Texas State Normal College met with the board to arrange for the new department. The teacher employed will be a graduate of Texas A. & M. College.

President Hill leaves this week for Waco, where he will discuss "The Course of Study for the Professional Training of Teachers" at the meeting of the Association of Texas Colleges."

The Panhandle-Plains Historical Society

gave a supper Friday evening, April 15, at Cousins Hall for the purpose of acquainting visitors at the Interscholastic Meet with this organization, its plans, and hopes. It also expected to arouse the interest of visitors sufficiently to secure their co-operation. The supper was followed by talks. Mr. Sheffy, president of the Society, served very ably as toastmaster. Miss Hamner, of Claude, gave a resume of the purpose and history of the Panhandle-Plains Old Settlers Association, organized in 1914, whose purpose was to promote better association between the old settlers and the new settlers of the Panhandle. At one time this organization planned to erect a five-story building to serve as a museum for relics of the history of the Panhandle. Since these plans were not realized, members of the Old Settlers Association are pleased to have its dreams carried out by the Historical Society. Miss Hamner gave a graphic character sketch of the pioneers, a modest group of heroes. They were always brave and faced issues squarely, even handling the sacred things of life without gloves. They have wonderful memories, Miss Hamner says, much better than the men of the present generation. They are quick to grasp a situation and see the essentials. They cannot forget the bad characteristics they sometimes saw in their fellowmen, but they will not talk about them. These pioneers are capable and gracious. They lived their lives with a vision and would like to pass that vision on to the present generation; to build a clean, fine, honest, stable Panhandle that future citizens here might have a happier life.

Mr. Ryburn, of Amarillo, the second speaker, is a happy example of the interest that may be aroused in the citizens of this region in the work of the Historical Society. He said in part: "No people ever amounted to anything who forgot their past. We must have reverence and regard for the splendid qualities of the noble characters who have gone on before us. There is much in the Panhandle around which our ideas and aspirations may gather. Time is passing; the frontiersman is passing; so now is the opportune time to make the collection of material. Then there is no better, no more central place, than the West Texas State Normal College, in which to keep this collection. It is a worthy undertaking, one that should command the respect and support of every citizen. It is not an affair of Canyon or of the Normal, but the affair of everyone who appreciates the sacrifices of men who braved dangers and gave their lives to the building of an empire. It will be easy enough to secure the co-operation of citizens when they learn of the purpose of this organization. An educational campaign will enlist the desired moral and financial support.

Mr. Hill was the last speaker on the program. He gave an account of personal aspirations to do just the work now being attempted by this Society, and of how these desires were thwarted by unfortunate circumstances. He pointed out the fact that the Library now has a small collection of rare books dealing with the history of the Panhandle, some of them dating back to the 16th century, and said he had never failed to take advantage of an opportunity to secure one of these books. Mr. Hill ended his interesting talk by offering the Society all the facilities of the School, in so far as he could, to further its work and to house the valuable museum which will now undoubtedly be established.

MEMBERSHIPS OF PANHANDLE HISTORICAL SOCIETY

Every day valuable relics are being sent in to the Panhandle Historical Society; among the most recent are the scalp of a Comanche Indian and the gun of Billie Dixon which is supposed to have been used in the Fight of Adobe Walls. All who are interested in preserving the history of the Panhandle are invited to become members of this society. There are many valuable relics and much history being lost. The Historical Society is eager for the support and co-operation of all loyal Panhandle citizens.

Professor J. W. Ridgeway, former Head of the Dairy Department of the Texas A. & M. College, will lecture to Mr. Phillips' Agriculture Boys some day this week. Mr. Ridgeway has the Educational Bureau work for the Mistletoe Creamery Co.

All Railroads Offer Reduced Rates TO SUMMER SCHOOL

ALL WHO PURCHASE TICKETS TO THE SUMMER SESSION OF THE

West Texas State Normal College

SHOULD GET A RECEIPT FROM THE DEPOT AGENT WHERE THE TICKET IS PURCHASED

CATALOGUES ANNOUNCING THE SUMMER SESSION MAY BE HAD UPON APPLICATION.

THE PRAIRIE

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A WORD TO HIGH SCHOOL SENIORS

You are approaching a new and important milestone. It is new because you have never seen it before and you approach with some feeling of wonder as to what it is like and what is beyond. It is important because of its place on your journey. It marks an important achievement in your development, showing you in some measure how far you have gone. Also it stands where the roads fork, telling you of the variety of roads from this place onward and that the distance everywhere worth going is a long one. It is your high school graduation.

Many of your company have already chosen the road they will take from this milestone. Others are still debating with themselves and just waiting for some chance or luck or external influence to decide for them.

Of the former class there are again two kinds—those who have definitely chosen a college career and those who are ready to take up immediately a vocation of some kind. To those who are just waiting for the last day of school in order to take up a life work I have nothing to say, except that happy it is the man who early finds that useful employment to which his soul best responds and then gives to his calling more energy than the average man is willing to spend. The world will eventually call him a genius.

To those who are college-bent and who already have chosen their goal, again I have nothing to say except that the world gets out of the way of the man who knows where he is going. But to those who are going to college with no definite objective and to those who are yet drifting—just feeling for a contact—I should like for you to consider with me the advantages of teaching.

1. It offers an unlimited field for service. This does not mean at all that every teacher is necessarily a great public servant. Some teachers are just as worthless as anybody else. Indeed, many of them do more harm than good. These have been very aptly called the "tax-eaters" of the State. But the really competent and conscientious teacher—the teacher who is prepared in head and heart and who gives himself uncomplainingly to his work—is the greatest benefactor the nation has. Indeed, such teachers are our country's most constructive statesmen, shaping with deft hand the destiny of generations yet unborn and predetermining the course of human idealism. Through the school room Germany was transformed from a nation of altruists, seeking the promotion of human welfare, to a blood-thirsty autocracy coveting the control of the world. Through the school-room, too, America has progressively eradicated one social evil after another and developed the best form of representative government the world has known. It is not too much to assert that the future of this country, as of all other civilized states, is in the hands of its teachers.

2. Teaching offers unlimited opportunity for self-development. Every day in the school-room is a challenge to the best that is in you. There is little temptation to the teacher to wallow in the mire. He is dealing constantly with immortal spirit and his material is the accumulated wisdom of the ages. By day the teacher reverently leads and moulds the plastic spirit of childhood and thus cultivates the field of human betterment. By night he delves again into the world's treasure-houses of learning and achievement, and thus sharpens his tools for the next day's labor. Drawing his inspiration from the springs of human accomplishment, he breathes the pure air of the mountain-top. Living daily with the clean and growing spirit of youth and constantly reminded of his responsibility to others, there is no escape from wholesome self-development.

3. The material rewards are sometimes underestimated. It is true that teachers rarely become known as financiers and few of us ever attain the semblance of affluence. Yet the real ambitious and energetic teacher usually commands enough income, if he stays with his job long enough, to fight off poverty. At any rate, he is in no danger of being foreclosed. Such a teacher, too, is usually held in high esteem by the people he serves. I know a teacher today who served one community twenty-one years. He is better known and more favorably known in that community than any banker, lawyer, doctor, or minister who has ever lived there. I am of the opinion that this teacher is rather well-satisfied with the rewards of teaching. But the day will come in your life time when teachers will receive much better pay than they now receive and will occupy a much higher place in public esteem than they now occupy. Democracy must survive and proper education is its only guarantee. Upon these high grounds the West Texas State Normal College appeals to all purposeful young men and young women to consider carefully the advisability of entering the profession of teaching.

—J. A. HILL.

GREAT DEMAND FOR DEGREE GRADUATES

Some of the largest towns of Texas are making requisitions upon the West Texas State Normal College for its A. B. degree graduates for teachers in their schools. The committee on Appointment of Teachers has had requests for teachers from such towns as Antonio, Texarkana, Quanah, Sweetwater, Seymour, etc.

From April 1 to April 20 requests for 14 high school teachers and 35 grade teachers were made. Most of these requests stipulated that applicants must hold at least a first grade certificate, and many school authorities preferred teachers with experience. Eight calls for kindergarten and primary teachers and nine calls for rural school teachers were also made.

The salaries for high school positions ranged from \$125 a month to \$150 a month, and salaries of grade teachers from \$90 a month to \$115 a month.

If we are to judge from the demands for teachers made upon the appointment committee this year, there is still a great shortage of teachers. Perhaps the most significant fact, which is very prominent in these requests, is the demand for degree students. In

one week the committee received nine requests for teachers with degrees. This is a very wholesome symptom on the part of the public. It means that the people are demanding a higher degree in preparation on the part of teachers. Nothing will contribute more to professionalizing the work of the teacher or lend more dignity to the profession once it is established than a consistent and persistent demand of this kind. The great demand which the schools are making for our degree students also argues strongly the wisdom of the Board of Regents in making the Normal Colleges of Texas degree-granting institutions. Schools exist only to meet the legitimate demands of the public.

OF VITAL CONCERN TO PROSPECTIVE TEACHERS

The new certificate law passed by the recent legislature of Texas made many important changes both in the kinds of teachers' certificates hereafter to be used and in the methods of obtaining them. One item of immediate and vital importance to prospective teachers is contained in a circular letter sent out by the State Superintendent of Public Instruction to Presidents of State Colleges, and Senior and Junior Independent Colleges. The law governing the point in question reads as follows:

"For the scholastic year of 1920-21, Texas Universities and Colleges shall have the right, if preferred, to continue their former laws granting privileges on which they have made pledges to their students, to fulfill the pledges authorized by these former laws."

The State Superintendent has given the following interpretation to this passage of the new certificate law:

"Any student who attends school at your college during the session of 1920-21, may exercise a choice as to whether he will complete his work according to the terms of the new law, provided that he completes his work by September 1, 1925. In order to have this privilege, he must be in attendance at the school during the regular session or the summer session of 1920-21. A student who is not in attendance at your school during the regular session or the summer session of the present scholastic year must complete his work under the terms of the new law."

Significance of this Regulation
If I understand this ruling of the State Superintendent, it means that all students who expect to get a certificate under the old law must either be in attendance at some certificate-granting institution during the regular 1920-21 session or must attend the summer session of 1921 at some such institution. Those who fulfill this condition may obtain a certificate under the old law at any time before 1925; those who do not fulfill this condition must obtain a certificate under the new law.

It is very important that all who are interested in securing certificates learn what are the conditions of the new law governing the issuance of certificates. After reading this new certificate law if they decide that they prefer to obtain a certificate under the old law and they are not in school this session, they must make arrangements to attend the summer session of 1921 of some certificate-granting institution.

In this issue of "The Prairie" is a brief digest of this new certificate law. Study this law closely; and if you are in doubt as to the meaning of any part of it, it might be well to write the State Superintendent for an interpretation of that part.

The Lure of the Plains

I am sitting tonight in my home by the sea,
In the land of sunshine and flowers,
Where beauty reigns in each shrub and tree,
And the birds are singing in leafy bowers.

I am looking tonight far out on the ocean blue,
Where the ships rock to and fro,
Where the sands of the beach are pure and white,
As the flakes of a winter's snow.

I am thinking tonight of a home on the plains,
Where the Texas breezes gently blow,
Where the white faced cattle roam the range,
Where wheat and maize and kafir grow.

I am longing tonight for the prairie wide,
For my pony, saddle, spurs and all,
For my faithful dog to be at my side,
And the coyotes lusty call.

I am dreaming tonight of those friends so true,
Who were always willing to lend a hand,
The staunchest friends I ever knew,
Just great, like thee, My Texas land,
—Harvey Johnson, First year Normal.

Many a fellow can hear pleasure
whisper five miles away, who can't
locate Duty when she yells in his ear
through a megaphone.

STATISTICS AS TO TEACHER PREPARATION IN TEXAS

The following information is based on reports from 654 independent districts and 228 counties.

Number of Teachers
White, 23,247; colored, 3,637; total, 26,884.

Certification of Teachers Common School Districts

White	6,137
Second Grade Certificates	5,474
First Grade Certificates	318
Permanent Primary Certificates	1,000
Permanent Certificates	1
Kindergarten Certificates	1

Independent Districts

White	667
Second Grade Certificates	3,935
First Grade Certificates	1,174
Permanent Primary Certificates	4,444
Permanent Certificates	5
Kindergarten Certificates	7
Special City H. S. Certificates	55
Total in Common School and Independent Districts	15,189.

Number of teachers in common school districts, 15,189.
40 per cent of teachers in common school districts have a second grade certificate; 2 per cent have permanent certificates; 51 per cent of them have certificates below first grade.

Number of teachers in independent districts, 11,695. 9 per cent of teachers in independent districts have second grade certificates; 10 per cent of them have permanent primary certificates; 19 per cent have certificates below the first grade.
19 per cent of the teachers in the common school districts are graduates of Normal Colleges; 6 per cent of them are graduates of colleges and universities, other than normal schools; 75 per cent of them lack college training.

32 per cent of the teachers in independent districts are graduates of normal colleges; 25 per cent of them are graduates of some other college or university; 43 per cent of them lack college training.—The Texas Outlook.

Sun and Shade
O, dear little fern, the whole day long
You stand in my window wide,
And the dry wind rustles
Your little green leaves,
As warm on its breath they ride.

All day you look out over the plain,
And see the shadows pass,
As the sunshine glimmers
O'er the sun-browned earth,
And the sun-browned blades of grass.

Do you softly sigh, little fern,
As your frail fronds bend and float,
For the cool damp crevice
Where you twined your roots,
For the shades, and the red-bird note?

For the low sweet song of the little stream,
And the kiss that the breezes bring;
For the steep mossy rocks
Of the flower-dyed bank
Where the far, faint echoes ring?

Ah, little fern, you're a part of it all,
Bringing me memories sweet
Of a time we knew
In the shade and dew
There in our still retreat.

—A. M. W.

DIGEST OF THE NEW CERTIFICATE LAW

Important changes are made in the manner of the certification of teachers for the Texas Schools in the new certificate law just passed by the Texas Legislature. The nomenclature is entirely new, and the manner of obtaining them makes the chief distinction as to class. Recognition is made of the difference in obtaining certificates by examination and by work done in college, and provision is made for the gradual raising of the standards of the certification of teachers.

The law is now in effect. It does not invalidate any certificates previously issued, and allows those working toward certificates this year time in which to complete them under the old law, but this must be done prior to September 1, 1925.

Kinds of Certificates as to Where Used
There are three kinds of certificates as to the grades in which they are used. They are as follows:

1. Elementary Certificates: Elementary Certificates are valid only in grades one to seven inclusive.

2. High School Certificates: High School Certificates are valid in grades one to seven inclusive, and in certain class high schools, depending upon the class of the high school certificate one holds.

3. Special Certificates: Special Certificates are valid only for the special subject in which the certificate is issued.

Kinds of Certificates as to the Manner of Obtaining
Certificates obtained under the new law are secured in one of two ways, as follows:

1. Certificates may be obtained by

examination. All such certificates are designated under the new law as **second class certificates**.

2. Certificates may be obtained on the basis of credits earned in a Texas State Normal College, any University, senior college, junior college, or normal college, ranked as first class by the State Superintendent of Public Instruction. Such certificates are of the **First Class**.

Elementary Certificates
1. Elementary Certificate of the Second Class: This certificate may be

obtained by passing examinations on thirteen subjects, as follows:

Eleven prescribed subjects: spelling, reading, writing, arithmetic, English grammar, elementary physiology and hygiene, school management and methods of teaching, descriptive geography, Texas history, United States history, and Texas school laws relating to teachers and pupils, and

Any two of the following: agriculture, elementary composition, drawing and music.

2. Elementary Certificates of the



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OR YOU MUST ATTEND THE SUMMER SESSION OF
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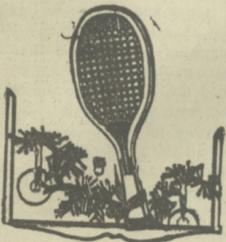
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First Class: Elementary certificates of this class are obtained only on the basis of credits earned in a Texas State Normal College, any University, senior college, junior college, or normal college, ranked as first class by the State Superintendent of Public Instruction.

A two-year Elementary Certificate of the First Class may be earned by completing the first year work of a Texas State Normal School.

A three-year Elementary Certificate of the First Class may be earned by completing the second year work of a Texas State Normal School.

A four-year Elementary Certificate of the First Class may be obtained by completing five full courses of any Texas State Normal College, any University, senior college, junior college, or normal college, ranked as first class by the State Superintendent of Public Instruction; provided that the five courses shall include at least one course in English, one course in education dealing especially with elementary education, not more than two courses shall be in the same subject, and all five courses shall be such only as the college accepts as credit toward its diploma or degree.

A six-year Elementary Certificate of the First Class may be earned by completing ten full courses in any University, senior college, junior college, or normal college, other than a Texas State Normal College, ranked as first class by the State Superintendent of Public Instruction; provided that the ten courses shall include at least two courses in professional training.

This certificate may be made an Elementary Permanent Certificate after five years of successful experience in teaching in the elementary grades; provided that an additional year of work in a Texas Normal College, or other institutions ranked by the State Superintendent of Public Instruction as first class, may be substituted for one year of experience in teaching.

A Permanent Elementary Certificate may be earned by completing the second year of work in a Texas State Normal College; provided the applicant has specialized in the "materials of elementary education," including not less than thirty-six recitation hours in practice teaching in the elementary grades, under the supervision of a critic teacher.

High School Certificates

High School Certificates may be obtained in two ways; by examination and by credits done in an approved college.

1. High School Certificate of the Second Class: These certificates are obtained by examination only. An applicant must be examined in the subjects for an Elementary Certificate, as before enumerated, and in addition thereto seven subjects as follows:

Three specified subjects: civil government, higher English composition, and elementary psychology applied to teaching; and

Any four of the following subjects: ancient history, modern history, botany, American literature, physical geography, algebra, and the elements of plane geometry. Valid for two years in the elementary schools, third class high schools and unclassified high schools; but not in first class and second class accredited high schools.

2. High School Certificates of the First Class: These certificates may be obtained on credits from a Texas State Normal College, any University, senior college, junior college, normal college, ranked as first class by the State Superintendent of Public Instruction.

A two-year High School Certificate of the First Class may be earned by the completion of five full college courses; provided at least one course must be in English, at least one course must be in education, not more than two courses in one subject, and each of the five courses shall be such only as the college accepts as credit toward its diploma or degree.

A four-year High School Certificate of the First Class may be earned by completing two year's work in a college as enumerated in paragraph two of this section; provided at least two of the ten courses shall be in education, one of which shall bear on training for high school teaching.

A six-year High School Certificate of the First Class may be earned upon the completion of three years in a Texas college, as hereinbefore set forth; provided that at least three of these fifteen courses must be in education, one of which must bear upon training for high school teaching, and one of which courses must include a minimum of thirty-six recitation hours of practice teaching.

A Permanent High School Certificate may be earned by satisfactorily completing four years' work, leading to a degree, in a Texas State Normal College, any University, senior college, junior college, or normal college, ranked as first class by the State Superintendent of Public Instruction; provided that this work shall include four courses in education, one of which shall bear upon high school teaching, one of which shall consist of the study

of methods and practice teaching.

Any person who holds a diploma conferring upon him the degree of Bachelor of Arts, or any equivalent Bachelor's degree, or any higher degree, from a college as ranked in the preceding paragraph, who has not had four full courses in education, but who can furnish satisfactory evidence of having had two courses in education, one of which bears on high school teaching, and having three year's experience in teaching, aggregating twenty-seven months, subsequent to taking his degree, may receive a Permanent High School Certificate from the State Superintendent of Public Instruction. Provided that a person receiving such a diploma or degree from a Texas State Normal College, University, senior college, junior college, or normal college, ranked as first class by the State Superintendent of Public Instruction, and who has not had three year's experience in teaching may receive a Temporary High School Certificate valid for four years.

Special Certificates

The law authorizes the issuance of certificates to teach kindergarten and special subjects. These certificates require that college admission be met and that the certificates be issued upon the work done in colleges approved as herein before set forth.

1. Kindergarten Certificates: A person who has met the admission requirements of a Texas Normal College, any university, senior college, junior college, or normal college, ranked as first class by the State Superintendent of Public Instruction, and who has satisfactorily completed one year's training in a kindergarten training school of the first class, shall be entitled to receive a Kindergarten Certificate, valid for two years. This certificate may be extended for one year; provided the holder shall complete the equivalent of three courses of additional work in a kindergarten training school ranked as first class.

A person who has met the college entrance requirements of any Texas State Normal College, University, senior college, junior college, or normal college, ranked as first class by the State Superintendent of Public Instruction, and who has satisfactorily completed a two-year college course in a kindergarten training school of the first class, shall be entitled to receive a Kindergarten Certificate valid for four years. The holder of this certificate is entitled to have this certificate made permanent upon satisfactory teaching experience of three years in kindergarten work.

The law provides that it shall be illegal for a kindergarten teacher to teach in a kindergarten school without a kindergarten certificate.

2. Special Certificates in Special Subjects: Certificates authorizing the holder to teach the special subjects of agriculture, domestic art, domestic science, commercial subjects, public school drawing, expression, manual training, physical training, public school music, vocal music, instrumental music, industrial training, or foreign languages, may be granted to applicants as follows:

An applicant who has met the entrance requirements of any Texas State Normal College, University, senior college, junior college, or normal college, ranked as first class by the State Superintendent of Public Instruction, and, in addition thereto, has satisfactorily completed ten college courses, at least one of which shall be in English, at least one of which shall be in education, and at least one of which shall be in the special subject on which the certificate is issued, these courses to be taken in any Texas State Normal College, or any University, senior college, junior college, or normal college, which is ranked as first class by the State Superintendent of Public Instruction, shall be entitled to receive a Special Certificate to teach the special subject upon which the certificate is issued; provided that one of these courses shall include special methods in the special subject on which the certificate is granted, valid for three years. Provided further that fifteen college courses completed in a like manner as heretofore set forth in the preceding two-year course shall entitle the applicant to receive a four-year certificate. Twenty college courses satisfactorily completed as before set forth leads to a Permanent Special Certificate.

It is specially provided that the holder of a Special Kindergarten Certificate, or a Special Certificate in commercial subjects, public school music, public school drawing, or physical training, on the completion of three years of teaching the special subject during the validity of his certificate, or certificates, shall be entitled to receive a Permanent Special Certificate, valid in the public schools.

After September 1, 1925, supervisors and teachers of special subjects shall be required to hold a High School Certificate or a Special Certificate.

The term course as relating to college work, wherever it occurs in this act is to be taken as designating not less than the equivalent of 108 recitation hours of work.

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The Prince Chap

On the evening of April 1, Miss Saddle O'Connell of the Department of Public Speaking of the West Texas State Normal College gave in the college auditorium a dramatic reading of "The Prince Chap," by Edward Peple. Many readers of "The Prairie" will recall Mr. Peple as the author of the popular little story, "The Littlest Rebel." "The Prince Chap" is a comedy in three acts, which, while light in tone and popular in appeal, affords ample opportunity for artistic work. Miss O'Connell used this opportunity well. Few recitals, if any, ever given in the college auditorium have been more artistic in presentation.

Miss O'Connell was simply gowned in black satin and panne velvet, the skirt draped in accordion pleated net. Her costume, its single note of color provided by a turquoise blue ostrich plume, was more than ordinarily effective against the background furnished by the maroon colored curtain.

"The Prince Chap" is a pleasing story. William Peyton, a young American sculptor, has gone to London to seek his fortune. He befriends Mrs. Arrington, an artists' model who has made an unfortunate marriage; and when she dies, she leaves to his care her little six year old daughter, Claudia. Almost immediately upon being consigned to the care of her foster father (her "Daddy," as she at once confidently calls him), Claudia demands "a story." Whereupon Daddy improvises a beautiful story of the Prince Chap, since Claudia insists that the story must have a prince in it. He tells her of a poor young chap who had to leave "the bully old city named New York," because he was poor and the people wouldn't buy his little clay figures, and he couldn't marry his fortune. Alice until he should make his fortune. The story isn't finished yet, he adds; and he promises to tell her about it when it is finished.

The rest of the play is devoted to the finishing of the story, which doesn't end happily, so far as the Princess Alice is concerned. For alas! the Princess Alice proves to be unworthy of the Prince Chap. She is jealous of Claudia, suspicious as to the Prince Chap's honorable relation to Claudia's mother, and impatient for the Prince to achieve worldly success. She therefore finally returns the Prince's letters and his ring, and marries a man who seems to fill all the requirements of her somewhat shallow nature. Ten years later she appears again, an unhappy widow, willing to be consoled; but love cannot be revived. And meanwhile Claudia has grown into a woman who is in every way worthy of the Prince Chap's love, and so all ends well. We do not care very much what becomes of Alice. She probably gets along all right.

Although the story itself is simple, its few complications are indicated here. The comic element is introduced in the persons of Marcus Runtion, Peyton's pompous English Butler, Phoebe Puckers, a ragged, unkept "Slavey" of the London lower class, and Jack Rodney, the Earl of Huntington, an amateur painter, and friend of Peyton. The comic element is striking, yet it does not consist so much in situation as in the personalities of these three characters.

The chief difficulty confronting the reader, then, was not so much the presenting of the situations, which, as already intimated, were rather simple. The supreme triumph, I think, was in presenting and sustaining the varied types of character. Miss O'Connell's impersonations were well conceived, and remarkably well sustained. The four feminine characters were Mrs. Arrington, Claudia's mother; Claudia, presented in the first act as a child of six, in the second act as a child of eight, and in the third act as a young woman of eighteen, Phoebe Puckers, a servant; and Alice Travers, an American girl, fiancée of Mr. Peyton. The four are very different indeed in type, and stand out very clearly in the minds of those to whom the reader introduced them. Mrs. Arrington appears only once, but in the short dialogue between her and Peyton, she is made to reveal unmistakably her ardent, trusting, emotional nature. Phoebe is—Phoebe. Claudia is sweet, innocent, yet deep hearted, as with, as woman. Alice is somewhat shallow, cool, and calculating. She is pleasant and attractive on the surface, but has no depth of soul.

The reader by her skill in impersonation made these characters and the rest of the characters in the play actually live. We know them. We have laughed and grieved and exulted with them. We have enjoyed their qualities, from the delicacy of the child Claudia to the pomposity of the butler as he announces "Sir John Bollinbrook Rodney, sir-Earl of 'Untinton!" The readers exceptionally beautiful tone quality, the clearness of her enunciation, and the carrying power of her voice should be mentioned, as well as the perfection of her physical response. Her voice is very unusual, possessing as it does a certain richness which imparts an emotional appeal to very simple words.

The memory work done by Miss O'Connell in the preparation of this reading was in itself a large undertaking, to say nothing of the interpretation; and it was accomplished perfectly. She had mastered the play; and she captured the hearts of her audience. She made her audience happy. Is not that one of the best things an artist can do for us?

—S. E. D.

Ten Reasons for Teaching

1. Because without education our country will not advance, for a State or a country is no better than its schools.
2. Because the teacher comes in constant contact with the best things in life.
3. Because teaching is one of the surest ways of making one's personality count.
4. Because the teacher may have as companions people of refinement and intelligence.
5. Because it is a highly respected profession which is rapidly receiving more and more recognition.
6. Because it offers an opportunity for the highest type of service by influencing countless others to live honorable and useful lives.
7. Because our land must be safeguarded, and education is our protection. The teacher must carry on what the soldier began.
8. Because it keeps one young, alive and progressive. Contact with growing, inquiring minds keeps one continually studying and learning.
9. Because there never has been a time in the history of our country when our people have turned as eagerly and as hopefully to their teachers as now. They are asking us to teach them economic laws, patriotic duties, the mean of national and international cooperation and service.
10. Because in return for duties adequately performed the profession will soon receive higher salaries, better working conditions, and high rank in the professions that serve mankind.

—Christian Advocate.

"A Letter to Be Inspected"

Think! A letter to be inspected by your English teacher! It is a hard enough task to write a letter, without writing one for inspection. This thing of inspection is a hard proposition. Just think for a moment—your letter is to be inspected for material, penmanship, punctuation, spelling, syntax, and the placing of the material. These things, mixed with the "spirit" which your instructor insists on, make a "mess."

I begin to write, but wait!—what marks of punctuation have I omitted? Let's see; I can find anything in Woolley. In two minutes I am writing rapidly, with all assurance that every thing is going to be correct now. Woolley's knowledge seems to become a part of my own. For an hour I write rapidly, never doubting my technique. Next I begin to read the product aloud. "Mercy, what have I done! This sentence does not make sense. Indeed it isn't a sentence at all. Here is a phrase where I should have a clause. Goodness, a comma in the wrong place! Was that in Woolley? Guess I will just have to dig it out; that's my teacher's motto. Perhaps it won't take long.

My watch has skipped over forty-five minutes, and I feel much better. But I am glad all letters don't have to be inspected.

—G. S.

What is Fresh Air

Prof. C. E. A. Winslow of Yale University, has come forward with a definition of the term "fresh air" that is heartily endorsed. Here it is:

"Fresh air has four qualities. Fresh air, first, is cool air. Air that is above 69 degrees F. is always harmful except for very old people. Whenever the indoor temperature rises above this point, the circulation is upset, one tends to become dull, languid and inefficient, and the delicate membranes of the nose and throat are injured.

"Secondly, fresh air is moving air. Still air blankets the body and produces a deadening, numbing effect. Air in gentle motion stimulates the skin.

"Thirdly, fresh air is moderately moist air. Either very dry or very humid air is harmful.

"Lastly, fresh air is variable air. Slight changes in temperature and humidity are stimulating and wholesome for the body."

The term "fresh air" is used a great deal, but most people do not know what is meant by the term. For all such, the definition given by the Yale man is helpful.—The Hearth Round-Up.

Our position is, that "courts" in the library should not talk so loudly as to worry those trying to study in the corridors.

Mr. Baker: "You must not leave the laboratory; you have to stay the full time to get an A. B. degree.

Student: "What do you think I want with an A. B. degree, Mr. Baker? What I want is a m-r-s."

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Old Three-Toe

"Old Three-Toe has been here," said one of the boys of the Box-T ranch as he examined a cow that had been killed the night before. "Yes, it was old 'Three-Toe,'" said the other cow boy climbing from his horse. "See, that track has only three toes." This was some of the work of Three-Toe, the last gray wolf of Wolf Creek. He ranged all up and down Wolf Creek and all over Lipscomb County. Every one knew him. He was seldom seen, but those who saw him stated that he was white with age. But his age did not keep him from having a noble bearing; he always held his head very high as though to guard against anything that might try to surprise him. He was known to spend the day time on some high hill where he could see in all directions.

Some days he would be seen forty or fifty miles from his main range, but he usually stayed somewhere on Wolf Creek. Yes, every one knew and talked about old Three-Toe. The ranchers offered large rewards for any man who would kill this wolf, for he was traced by dead cattle to their ranches.

Many a night old Three-Toe went forth in search of prey. And as he went, he thought of the nights long ago when he ran at the head of his pack; as he thought of these times, he gave a long lonesome howl, the howl that had once called his pack together, but they came not. He truly had outlived them, but still he was Monarch of Wolf Creek. He feared neither man nor dogs. Why should he? They could not stay in sight if he wanted to run off from them.

The ranchers set aside a day on which to catch Old Three-Toe. In the afternoon of the appointed day, he came down from the divide north of Wolf Creek closely followed by a rider on a foaming black horse. The wolf knew that he was losing. He thought, "they are not giving me a fair chance today, for this is the third horse I have run down." But as he came near the creek, a look of joy came into his eyes, for he noticed that the creek had risen. The muddy water rushed madly on carrying trees and other debris on its foaming surface. He knew that, if he could only reach the creek, he would be safe; for no man that knew Wolf Creek would cross it when it was like that. Nearer and nearer he came. One final bound took him into the muddy water. The man on the black horse did not follow. As Old Three-Toe came out of the water on the other side, he looked back as if to say, "It can't be done, boys."

Having the Blues

I have been confined to my bed for weeks at a time, suffering with some bodily ailment; I have contracted extremely contagious diseases and as a result had to watch a quarantine card for four weeks; but never, never have I been tortured by a worse visitor than the disease called "blues." To me this word suggests unutterable horrors—something which upsets the person affected, as well as every one who comes in contact with him.

Of course, there are different species of the menace, but the kind that makes my disposition worst is what is known as the "homesickness blues." With this to contend with nothing satisfies, and everything goes wrong.

As I walk to the city post office I wonder if they have written; perhaps, oh, maybe I have a large letter awaiting me! But when I reach my box, I find it as cold and desolate as ever. Oh, yes, I can look around and see stacks of mail in the other boxes, but likely the owners of these aren't anxious; they receive letters every day—their folks are thoughtful enough.

I trudge back to my boarding house slowly; thinking all the while of my ill-luck, that I would like to run away from the whole civilization. I climb the stairs and go to my room, only to get this greeting from one of the girls: "Oh, why that desolate look? Let me tell you my news! Mother has written that I am to come home in two weeks. Oh—!" Yes, everyone now has to go out of her way to let me hear of some letter from home, from someone who does not interest me in the least.

I look around the room, and all I can see is a stack of books—what do those teachers think we are, anyway? I open a history and endeavor to concentrate my frustrated brain, but a picture of anything, but history comes into my mind. Suddenly I hear my name called. I dash down stairs and discover I have a telegram. I know it can't be anything but bad news, but upon opening it, hurrah! "Meet me in Amarillo to-morrow. Mother."

—G. B.

Gossip of the Trees

"Oh dear!" sighed the locust tree in farmer Brown's yard, tapping his companion, the evergreen, significantly on the arm. "I'm so tired of living in

such a dry, ugly world. Come, lets have a chat. Oh, I'm so miserable! I was happy in the spring when every thing was gay, but now it is so dry and hot, and my leaves are turning brown. Tell me, my friend, how do you manage to stay green and fresh all the year round? Looks as if you would grow tired of the same thing day after day. You seem to be quite an extraordinary sort of tree; could you show me how to stay green and happy all of the time?"

"Why, Locust," replied the Evergreen in a surprised voice. "You should be very happy, much more so than I, for this is your native country. You belong here, while I was brought by human hands and set in this barren, semi-desert land of yours. I am much older than you are, yet see how small and stunted my body is! Why, you are twice as tall as I! That is because you are where you belong and I am not."

"Why, Evergreen, I never dreamed that you were so unhappy; you always looked so well."

"Oh! you are mistaken. I am happy, but it is because I love to watch other things and become so interested in them that I forget my own life."

"But what do you find that is so interesting to watch?"

"Oh, I love to listen to the children talking with one another, and their grandfather telling them stories; and best of all the hired man's jokes. You try that too, Locust, and you will be much happier."

"That is a great lesson. Thank you, I will."

—A. B.

With Rhyme and Reason

If nothing good to suit you
And the world seem up-side down,
If all efforts seem for naught
And the smiles all turn to frowns,
Then you'd better look within
And you'll doubtless find this true:
That the world is just the same
And all that's wrong is you.

If the teacher seems too cross
And your class mates neglect you,
If your problems you can't work
And your Latin you can't do,
Then don't blame another fellow
For a sin he doesn't do,
Perhaps, if you look within,
There's something wrong with you.

So no matter what the task is,
Undertake it with a grin;
Don't put off until the 'morrow,
But at once on it begin.
Just go help the other fellow
And your faith in him restore,
Then all your friends will love you,
And the world will smile once more.

My Horse

Of all the splendid Texas steeds
My horse is the best of all;
I neither keep him in a lot,
Nor tie him in the stall.

And when I go to catch my horse,
He never runs away;
In fact I always find him where
I left him yesterday.

Sometimes he gets a little cranky
When I go to start him off;
He puffs and snorts and sometimes
kicks,
But seldom ever balks.

And when I put him in the field,
He covers "lots" of space;
He never eats a bite of food;
My horse is a J. I. Case.
—Andrew Allen, First Year Normal.

Statement of the Ownership, Management, Circulation, etc., Required by the Act of Congress of August 24, 1912.

Of The Prairie, published Semi-Monthly at Canyon, Texas, for April 1, 1921.

State of Texas, County of Randall:
Before me, a Notary Public in and for the State and county aforesaid, personally appeared Mody C. Boatright, who, having been duly sworn according to law, deposes and says that he is the editor of the Prairie and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc. of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations.

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:
Publisher: Students of the West Texas State Normal College, Canyon, Texas.
Editor and Managing Editor: Mody C. Boatright, Canyon, Texas.
Business Manager: Charles Wilson, Canyon, Texas.

2. That the owners are: Students of the West Texas State Normal College, Canyon, Texas. (Not incorporated).

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages or other securities, are: None.
MODY C. BOATRIGHT.

Sworn to and subscribed before me this 27th day of April, 1921.

(Seal) TRAVIS SHAW,
My commission expires June, 1923.