



# THE PRAIRIE



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

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NUMBER 2

## BUFFALOES ROUT JACKRABBITS

Plainview Baptists go Down in Hard Defeat Before Sturdy Buffaloes—Score 68-0.

The Buffaloes easily demonstrated their superiority over the Wayland Jackrabbits in a one-sided football game witnessed by about 700 spectators here Saturday afternoon. By excellent team work, coupled with strong individual playing, the Buffaloes were able to complete ten touchdowns and total a score of 68 to the Baptists' nothing. The teams were about evenly matched as to weight, but the Jackrabbits found themselves out-played at every stage of the game. Only once did they advance as far as Canyon's ten yard line, and then only to be held for downs.

One feature of the game was the loyal support given both teams by their enthusiastic rooters. McCarty as yell-leader for the Normal did excellent work. While Wayland's supporters were fewer, they supported their losing team in a royal manner.

The line-up:

Normal	Wayland
Henry	Stewart
Left End	
Golden	Bird
Left Tackle	
Byrd	Bankhead
Left Guard	
Sanders	Exum, Glover
Center	
Whittaker	Kennedy
Right Guard	
Johnson	Batchlor
Right Tackle	
Mitchel	Heath, Wisdom
Right End	
Studer	Brazil
Quarterback	
Gorden	Blakemore
Right Half	
Lemond	Jackson
Left Half	
Burson	Reeves
Fullback	

Substitutes—Normal: Scott, left end; Lancaster, left tackle; Bivins, right end; Bolton, left half; Burson, fullback; Hill, quarterback.

Officials—Parcells, Amarillo, referee; Rosson, Plainview, umpire; Chas. Crudgington, Amarillo, head linesman; Terrill, Canyon, timekeeper.

## Prayer Requested on Amistice Day

The American people were called upon by President Harding in a proclamation issued to offer a silent two-minute prayer at noon on Armistice Day, Nov. 11, when the body of an unknown American soldier killed in France will be laid to rest in Arlington National Cemetery.

The proclamation calls upon "all devout and patriotic citizens" to pause for two minutes—from 12 o'clock noon until two minutes past 12—"for a period of silent prayer of thanks to the giver of all good for these valuable and valorous lives and of supplication for his divine mercy and for his blessings upon our beloved country."

Directions are contained in the proclamation for the half-masting of the flag on all public buildings, all stations of the army, navy and marine corps and on all American embassies, legations and consulates throughout the world from sunrise to sunset on Armistice Day, when it is the hope of the President that the whole nation shall join in honoring America's dead of the world war.

### SOPHOMORE CLASS

The Sophomore Class met Monday, October 3, for the purpose of organizing. The following officers were elected:

President—Robert G. Hill.  
Secretary and Treasurer—Clara Rush.  
Representative to Students' Council—Office Greer.  
Annual Representative—Bill Falls.  
Prairie Reporter—Allene Tate.  
Yell-Leader—"Dick" Moss.  
Plans for the year were discussed, and a social committee was appointed. Plans are already on foot for several activities during the year.

Mr. Charles Keffer, a former student, visited in Canyon last Wednesday. Mr. Keffer was enroute from his home in Lipscomb to Austin, where he will begin his senior work in the Law Department of the University of Texas.

## Soldier Student Buried at McLean

Several members of the faculty and student body motored to McLean yesterday to attend the funeral services of Andrew R. Floyd, a former student, killed in action while serving with the 142nd Infantry in the Arrgonne Offensive in September 1918.

Mr. Floyd received his diploma from this institution in 1914, after completing his course with an exceptional record. He was a member of the Cousins Literary Society, and a prominent debater and public speaker, having won a gold watch as a reward for excellence along this line.

The funeral was conducted by the McLean Post of the American Legion and attended by some 2500 or 3000 people. President Hill delivered the memorial address.

Those attending from the college were: President and Mrs. Hill, Messrs. Lamb, Ritchie, and Hudspeth; Messrs. Terrill and Allen; D. T. Tarlton, and Mody C. Boatright.

### Mr. Morelock and Miss Hibbits to Conduct Quarah Teachers' Institute

Professors H. W. Morelock and Anna Hibbits will be the conductors of the Hardeman County Teachers' Institute at Quarah from December 11 to 17. Miss Hibbits will conduct the Primary Section and Mr. Morelock will be the director of the Intermediate Section. He will deliver to that body a series of lectures on "Literature for Children."

### Y. W. C. A. NOTES

Every girl loves flowers and candy. Within the past two weeks of our college life this statement has been verified through the ready response on the part of the students to the Y. W. C. A. candy and flower sales. The Y. W. C. A. is especially grateful to the girls of Cousins Hall, as well as to all others throughout the town, who have worked so faithfully and contributed so readily in furnishing the candy for the sale. To those girls who have been helping the Church Relations Committee are also extended the heartiest of thanks. It is not the work alone for which we are thankful, but more than this, it is the true spirit of Christian service with which each one has responded.

The Y. W. C. A. had its first regular meeting October 6, at 4:10 p. m. Everyone was indeed interested in the "Gleanings from the Y. W. Conference at Estes Park" given by Mrs. Montfort and Miss Mattie Swayne. Interesting programs are arranged for each meeting.

Mr. and Mrs. M. B. Johnson were in Amarillo Thursday attending the Methodist Conference.

### 100 STUDENTS ATTEND CHURCH SOCIAL

Nearly 400 students attended the Progressive Church Social Tuesday evening, Oct. 4, as a result of a perfect plan suggested by Miss Vera Edds, Student Life Secretary of the West Texas State Normal College.

Beginning at the Baptist Church a short snappy program was rendered; then promptly at 8:00 o'clock the entire group proceeded to the Christian Church where an exceptionally interesting and entertaining program was carried out. Immediately following, there was still another program at the Presbyterian Church, which consisted mostly of games on the Church grounds. For the fourth and final chapter of the evening's programs they went to the Methodist Church and ate ice cream cones while music was furnished by two local musicians and funny stories were told by the Epworth League man.

Invitations were given at each of the Churches to students to attend the regular Sunday School and Church services. Several members of the College Faculty took part in the activities of the evening and Miss Edds' purpose to bring the Churches into a closer relationship to the students seemed to be well accomplished, which is indeed a very big problem in every school town.

### ALUMNI COLUMN

With this issue of "The Prairie" is inaugurated a new department known as the "Alumni Column." This department will be maintained by cooperative efforts between the Alumni Association and the staff. In it will appear interesting information concerning the whereabouts, occupations, and achievements of those who "have gone before."

In order to make this department what we aspire to, it will be necessary to secure the cooperation of the alumni and ex-students in the field of action. We invite correspondence from those who wish to keep in contact with their Alma Mater, and will welcome any information appropriate for this department.

### SUB-FIRST CLASS ORGANIZE

On October 7, the Sub-First Year Class met and elected the following officers:

President—Lynn Smith.  
Vice-president—Anne Morris.  
Secretary-Treasurer—Verda Wattenbarger.  
Representative to Students' Council—Jack Bennett.  
Yell Leader—George Payne.

Mr. F. R. Phillips, director of the Department of Vocational Agriculture, left last Thursday morning for Austin, where he went on business pertaining to his department.



J. J. POWELL

## Elected President Senior Class

J. J. Powell is the prexy of the senate Seniors as a result of a recent class election in which he was the only nominee for the office. Mr. Powell entered the West Texas State Normal College in 1916, but his college career was interrupted the following year by the war. He went overseas with the 27th Division and did not return to

school until last year.

During his career he has been identified with many progressive student movements. Last year he was president of the Students' Council, and a prominent member of the Math-Science Club and the Cousins Literary Society. He is also prominent in local musical circles, especially in the college chorus. Last spring he sang the tenor solo parts in Hyden's "Creation" in a manner rarely approached by amateur vocalists.

He has recently been elected president of the Alumni Association.

### FACULTY RECEPTION TO THE STUDENTS

The chief social event of the week was the Faculty's reception to the student body, given Saturday evening, Oct. 1. At eight o'clock some five or six hundred students were seated in the auditorium to witness a highly entertaining program rendered by the Departments of Music and Public Speaking. The program consisted of orchestral music and special numbers by members of the departments.

Selections by the College Orchestra:  
Piano Solo—Album Leaf—Creig  
Miss Hazel Allen  
Flute and Violon Duet—My Heart at thy Sweet Voice (from Samson and Delilah)—Saint Saens  
Misses Brewer  
Reading—Parliamentary Law—Reed  
Miss O'Connell  
Song—Love's Echo—Newton  
Miss Guenther  
Violin Solo—Liebesfreud—Kreisler  
Miss Clark

After the program the guests passed to Room 105, where they were formally received by the Faculty. They were then piloted to the third floor, where punch was served. One feature that contributed to the enjoyment of the guests were the beautiful decorations of cannas, very much in evidence on the third floor.

Miss Violet Good was recently elected yell leader for Cousins Hall.

## L. T. Lester Donates Collection of Horns

The Panhandle-Plains Historical Society has added another gift to its growing collection of material representative of the life of this region. It is indebted to Mr. and Mrs. L. T. Lester of Canyon for the gift of a valuable collection of buffalo and cattle horns and deer antlers. The Historical Society hopes to secure a large and unique collection of horns—a collection that in time will be the most complete in this country. While this is only a minor interest, the organization realizes the importance of securing this material at once. Therefore, it solicits the aid of all residents of the Panhandle-Plains country to make this collection a complete one—one to which each citizen can point to with pride of ownership.

### SESAMES ACTIVE

On Friday night, September 30, the Sesame Literary Society held its first meeting of this school year. Miss Joye Mills, our president, glowing with enthusiasm over our prospects for another successful "Sesame" year, presided at this meeting. We all caught the glow, and we are going to make this a pleasant and helpful society year as well as a successful one.

There was a large representation of old members and a number of new ones. Are you a Sesame? If you are not and would like to know about us, come to our next regular meeting, Friday night, October 7.

The following officers were elected for the ensuing quarter:

Addie Coffman—Vice-president  
Josie Hart—Secretary  
Faye Kirk—Treasurer  
Amy Daniel—Sergeant-at-Arms  
Clara Rush—Yell Leader  
Byrd Mitchell—Prairie Representative

### SENIORS ORGANIZE

The Senior Class of 1921 completed its organization Thursday, September 29. So far there are nine candidates for degrees at the spring commencement. In addition, a number who will graduate at the close of the summer session are included in the organization. Following are the officers for the fall quarter:

President—Jerome J. Powell  
Vice-president—J. C. Hays  
Secretary—Elizabeth Reek  
Treasurer—O. W. Middleton  
Representative to Student's Council—Mody C. Boatright

### AT THE CHAPEL HOUR

On Tuesday morning, September 27, Mrs. Suggett, a representative of the Woman's Christian Temperance Union, presented at the chapel period the plans and work of that organization. The speaker made an appeal to the students to enlist in the work and called a meeting in the afternoon of those interested for the purpose of effecting a local organization.

It is announced that Miss Corinne Nash, a 1920 graduate of this institution, has recovered from a serious operation which she underwent last spring, and is now teaching in the primary department of the Texas A. & M. College.

## CLARENDON ROMPS ON US

Buffaloes Lose Game to Methodists September 30, to the Tune of 9 to 0.

Sometimes things come when they are least expected. This was the case when the Clarendon College Football Team handed us the small end of a 9-0 score on their grounds last Friday afternoon, September 30.

The score does not indicate the real playing ability of the two teams, but it does indicate the real kind of pep and fight that was shown by the two teams. Those who saw the T. C. U. game the preceding week and who also watched the Clarendon game could hardly believe that the team that was playing against Clarendon was the same team that put up such a good defensive fight against the "Horned Frogs."

The few rooters who accompanied the team felt very confident that the Normal boys would win by a safe margin, but after the first few minutes of playing this confidence received a severe setback, for it was seen that the whole machine was in trouble and not running smoothly. For some reason our boys did not have the required pep and punch to put over a victory.

The Clarendon boys put up a good brand of early season football. The fighting spirit that they showed was very commendable. The work of Snally, the two Close brothers, and Meads was of high order. The whole team, however, played a hard, clean game and we would not detract a thing from the victory.

As good sportsmen, we loathe to offer an alibi for a defeat or for lack of scores, but cannot refrain from saying that the work of the officials was not all that could be desired. We will say, however, that the Clarendon management is in no way to blame for this, as the officials agreed upon gave notice at the last minute that they could not be present.

This defeat may be the thing that we needed. Let us hope that it was. But watch us go from now on.

## The Class of '21—Where Are They?

Miss Gracie Penrod is now assistant teacher of Spanish in the West Texas State Normal College. Her training in the Normal College has made her well able to do this work effectively.

Miss Lizzie Kate Smith is teaching at Lockney, Texas. She is expounding the principles of English, guiding a class through the maze of Caesar and introducing others to the romantic tongue of the South—Spanish.

Miss Ruth Thompson is the Science teacher at Tulia, thus abiding by her major when studying in the Normal.

Miss Sara Thompson is teaching Latin in the Canyon High School.

Mr. Ivan C. Baucum is now at the Peabody College for Teachers, Nashville, Tenn. Mr. Baucum was able to enter the graduate school there without examination with full standing.

Miss Bernice Parker is teaching Home Economics at Sofia, New Mexico. Miss Parker was the only member of the class majoring in this subject.

Miss Marie Fronabarger will be the primary teacher at Sofia, New Mexico this year. Her work begins October 17.

Miss Ola Ballard is getting in valuable practice in home making while her mother is out of town.

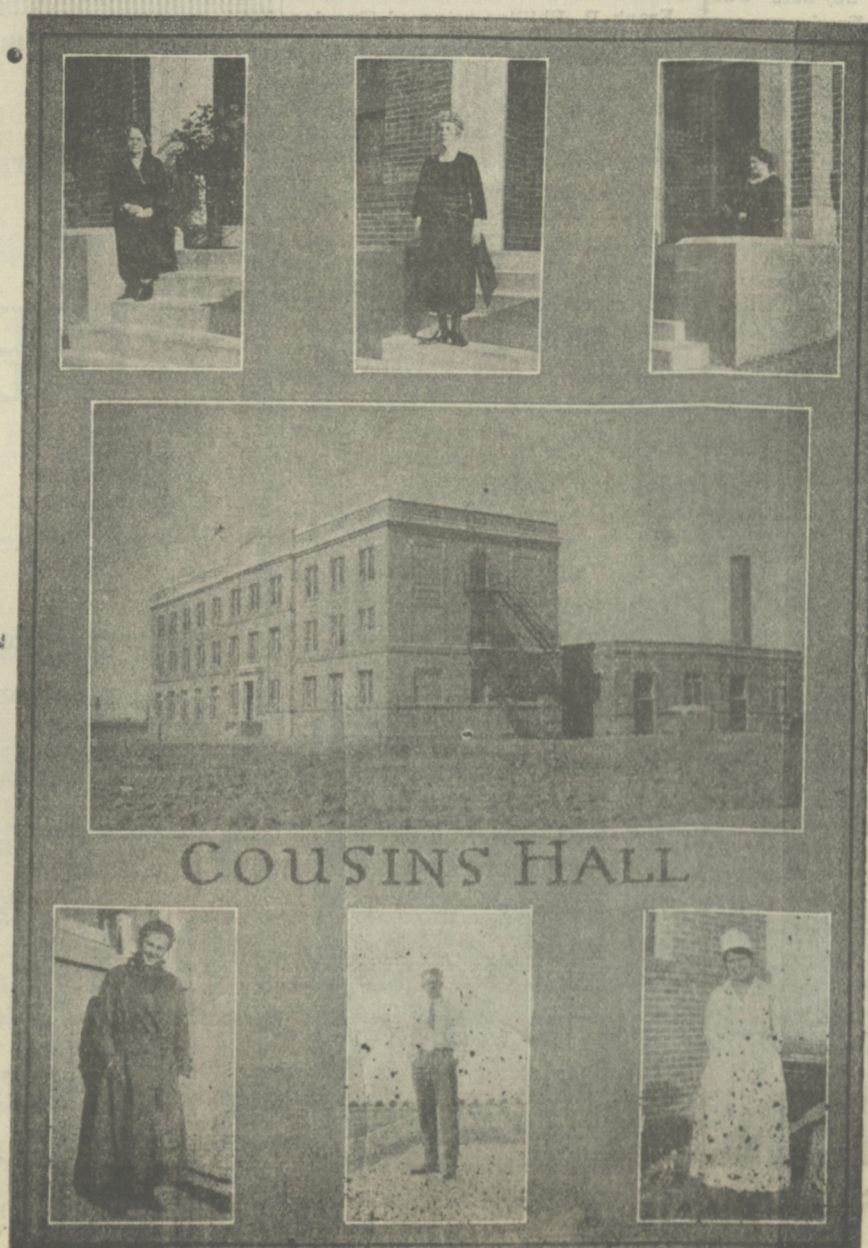
### COUSINS ORGANIZE

The Cousins Literary Society had the first meeting of the session Friday evening, September 30. After a short business meeting at which the reorganization was effected, the meeting adjourned to Room 105 where the members of the Society joined the Seniors in a short program.

Mr. Mody C. Boatright in a short impromptu speech pointed out the advantages of a literary society. Mr. Grady Hazelwood in a brief but spirited manner outlined the most salient features of the history of the society. Mr. J. J. Powell assisted by Miss Byrd Mitchell favored the assembly with a tenor solo.

Following are the officers for the fall quarter:

President—Jean Devereux  
Vice-president—J. J. Powell  
Secretary—William Falls





## THE PRAIRIE

Entered as second-class matter November 21, 1919, at the post office at Canyon, Texas, under the act of March 3, 1879.

A semi-monthly college newspaper published by the students of the West Texas State Normal College, under the supervision of the English Department.

### SUBSCRIPTION PRICE

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For the summer session.....\$0.50  
For the year.....\$1.00

### STAFF

Editor-in-Chief.....Mody C. Boatright  
Business Manager.....Frank Hill  
Faculty Adviser.....H. W. Morelock

### ADAPTABILITY

If Binet is right in his opinion that the power of adaptability is one of the essential characteristics of intelligence, a student during the first few weeks of his career at any institution, is consciously or unconsciously being subjected to an intelligence test. His rating will be determined by the ease with which he fits himself into his changed environment.

Judged by this standard, many grades of intelligence are observable among new students. Some manifest a negative attitude toward the life about them. They meet their classes, and perhaps with great care prepare the assigned work; but they are slow to perceive the great pulsating spirit of student life. They are ignorant of the student clubs and organizations. They have made few acquaintances and are thus depriving themselves of one of the most vital forces in college life.

Another type lacking in adaptability is the zealous crusader who seeks in a positive way to reform the life and even the spirit of the institution, because it does not conform to the practices to which he was accustomed in high school.

But the superior student has already ascertained the plans and purposes of the various student organizations. He has not rushed in hastily, but has considered seriously which activities will contribute best to his growth along the particular line along which he hopes to develop. He has not failed to see manifestations of the spirit of the school. He realizes the existence of opportunities for mutual helpfulness among students. He is ready to contribute whatever he may have that is helpful. He does this in a tactful manner, and in a spirit of service.

Yell-leader McCarty in the beginning of the term expressed his disbelief in the saying more or less common among denominational colleges that the Normal Colleges are incapable of developing a high degree of college spirit or of putting pep behind their athletics. Now the fallacy of this statement must be evident to even the most casual of student doings in Canyon. Not only has the institution developed a strong football team, but a support from the student body that, if continued will keep the morale of our athletes at a high point.

A psychological explanation of the relation of loyal support on the part of the student body and good playing on the part of the members of the team is fortunately unnecessary. The results of such a relation are plainly observable to all. There should be no lagging of the splendid enthusiasm or in the demonstration of our confidence in the men who are working hard in the athletic interests of the College. We have made a fine beginning. Let us keep going. The most difficult games of the season lie ahead.

### PREP ENGLISH EXAMS

Homer was a novelist of the 19th century.

Two New England Poets were Milton and Ben Jonson.

Essayists of America: Bunyan and Tennyson—Tennyson wrote "The Song of Life."

"Ivanhoe" was written by Homer. The story is about how Ivanhoe took care of a little girl for the sake of her mother, who was found dead in front of Ivanhoe's house.

Macbeth's mother had all but driven him to distraction. The witches were responsible for Macbeth's attempt to make the football team. This was probably the most absurd act, but they influenced him to do it. It can justly be said that without the influence of the witches Macbeth would have been a very different man.

My favorite character in literature is Macbeth in Tennyson's "Macbeth." She is one of the best and most interesting characters in the book.  
—The Lass-O.

President Hill is highly desirous that every student participate in the devotional exercises. We take it, however, that he would prefer one general assembly to a number of devotional exercises going on on various parts of the campus.

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## Salaries of Normal College Teachers

The salary paid to any vocation or any profession depends largely upon the regard which the public has for the vocation or profession.

Judging from the salaries which the State of Texas pays the president and faculty in her Normal Colleges, she holds the business of teacher-training in rather low esteem. We have too long judged our progress by comparing what we now have with what we once had, what we are now doing with what we once did. A better standard of comparison would be: What have we? What ought we to have? What have we done? What ought we to do? Or we might compare what Texas is doing educationally with what other states are doing.

The general supposition is that the best Normal Colleges are not in the East. That section of our country has always been dominated educationally by the great universities, which give little attention to the technique of teaching. And yet let us see what New York is doing for her teacher-training institutions. In her State College for Teachers, she pays the president a salary of \$6,500, five professors \$4250 each, and seven other professors \$3750 each.

The schedule of salaries in her other Normal Schools is as follows:

**Rockport State Normal School**

President \$4500; heads of Departments \$2350 to \$2950 for nine months.

**Buffalo State Normal School**

President \$4500; heads of Departments \$2550 to \$3550 for nine months.

**Fredonia State Normal School**

President \$5000; heads of Departments \$2350 to \$3000 for nine months.

**Portland State Normal School**

President \$5000; heads of Departments \$2250 to \$3750 for nine months.

**Geneseo State Normal School**

President \$5000; heads of Departments \$2550 to \$3350 for nine months.

**New Paltz State Normal School**

President \$4500; heads of Departments \$2300 to \$3050 for nine months.

**Oneonta State Normal School**

President \$5000; heads of Departments \$2350 to \$3750 for nine months.

**Oswego State Normal School**

President \$5000; heads of Departments \$2400 to \$3650 for nine months.

**Plattsburg State Normal School**

President \$5000; heads of Departments \$2200 to \$3250 for nine months.

An instructor in Primary Education says that a child of six or seven is highly motor. It is our observation that the motor age comes with later adolescence.

A student's opinion of himself is in inverse ratio to his scholarship.

Personally we are opposed to the methods of the K. K. K., but we wish to announce to the loafers who habitually make our office their headquarters that the "All-Seeing eye is upon them."

Mr. Humphreys has reserved a section in the chapel for sub-Normal students. It is now up to the Bureau of Mental Tests and Measurements to decide who shall sit there.

The iguana has been virtually exterminated by natives of Haiti because of its edible flesh.

Most Chinese pagodas are built of brick, while those of Japan, because of earthquakes, are made of wood.

The great nine-story Porcelain Tower of Nankin, China, was destroyed by the Taipings in 1853.

### Potsdam State Normal School

President \$4500; heads of Departments \$2350 to \$3250 for nine months.

### Deductions

A study of this table will reveal the following facts worthy of note. In the first place, through the State of New York has several great universities and is close to many others, yet she has eleven teacher training institutions. A large percent of the population in the State of New York is in her great cities, whose teachers are supplied almost wholly by the Universities. The population of Texas is largely rural. Are we giving the boys and girls of Texas an equal chance, as far as education goes, with the boys and girls of New York to play a part in national affairs? We have no right to demand recognition until we provide adequate opportunities for proper training.

In the second place, though the Normal Colleges of New York occupy an inferior place in her system of education, in practically all of her teacher-training institutions the salaries paid the presidents and heads of departments is much higher than Texas pays for the corresponding positions. Education costs. Are we to believe that Texas does not believe it worth the price? For, no matter what we think, that State or that school which offers the best inducement in the way of salaries will secure the most competent teachers. The profession of teaching is not a charitable organization. If so, then the public should be satisfied with a cheap kind of education.

One other fact is prominent in this table. In no Normal College of New York do the heads of departments receive the same pay. This is a simple matter of justice—a proper recognition and reward of merit. This principle of procedure holds in all business affairs, why not in teaching? And yet the heads of departments in all Texas Normal Colleges receive exactly the same salary. There was a time when the school laws of Texas stipulated that all teachers holding a first grade certificate, for example, should receive a uniform salary. This law made the ability to pass an examination the only measure of fitness for teaching. Scholarship is essential to the success of a teacher, but personality, experience, professional training are just as important.

### FRESHMAN CLASS MEETING

If you chanced to be anywhere on the second floor of the building on the morning of September 28, you probably heard shouts of "Rah! Rah! Rah!" The occasion was the first meeting of the Freshman Class. The place was room 211. A large number of freshmen were present, thus exhibiting true class spirit.

The business of electing officers for the fall quarter was taken up. The following were elected:

President—Olin Hinkle.  
Vice-president—Gilbert Tyler.  
Secretary—Ruth Lowes.  
Treasurer—Burleson Atkins.  
Reporter to "The Prairie"—Addie Coffman.  
Representative to Students' Council—Arlene Rose.  
Yell Leader—John L. McCarty.

The question of class colors, class motto, etc., was left to be decided later. Each officer elected made a short speech, of which the key-note was "pep" and "service." Freshmen are requested to notice the bulletin board for announcements of class meetings—then come.

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### PERSONALS

Announcement have been received at Canyon of the marriage of Miss Marcelle Hall, a former student of Amarillo, to Mr. Richard H. Brown, an engineer of Kansas City.

Mr. and Mrs. R. H. Funke of Cincinnati, Ohio, announce the arrival of Richard Harrison Jr. on September 18, 1921. Mrs. Funke was formerly Miss Freida Michael, director of physical education for women in this college.

Mr. Grady Hazelwood, who entered the West Texas State Normal College some time during the dark ages, has re-entered after a year's sojourn on the farm. Mr. Hazelwood will be remembered as an inter-collegiate debater, having been a member of the team which defeated the East Texas State Normal College in 1919. His second victory was gained the following year over San Marcos.

Me and pop was eating breakfast this morning and pop sed, "Good Heavens, this cawfee is strong enuff to run rite off its own grounds. Meening cawfee grounds, and he pored some more cream into it out of the cream pitcher, saying, "There don't seem to be much cream today."

Wich there wasn't, being even still less after pop pored some more in his cawfee, and I sed, G pop, that's funny, cream makes you cawfee weak insted of strong, and if I pored some in my milk it would make it strong insted of weak, shall I try it pop?

Certainly not, use a little judgment, confownd sutch strong cawfee, sed pop. And he grabbed a hold of the cream pitcher agen and pored some more in, not leeving hardly eny left, and pritty soon ma came down and started to eat her brekfist, saying Well for goodness sakes what happened to all the cream?

Creem? said pop with a ignorant expression, and ma sed, Certenly, theres no use of me puting these cupple of drops in my cawfee, who was such a pig as to take it all, thats what I want to know?

Benny, I herd you mention something about putting cream in your milk you weren't so foolish as to do that, were you? sed pop. Me thinking, G, heers a chance to rescue pop and maybe make a extra dime. And I sed, I didnt put hardly eny in, pop.

Well of all the ridiculous abserd things I ever herd of, thats the worst, sed ma, emptying the cream pitcher into his milk and only leeving me about 2 and a half drops for my cawfee, the boy must be out of his sentses, wat did you let him do sutch a thing as that for, how can I drink my cawfee as black as the day it was born? And she kept on talking about it and telling me wat a farsee thing it was, and pop started to get almost throo his brekfist, and I sed, Hey, pop, can I have a dime for something?

Yy, I guess so, I sippose so, yes, sed pop, and ma sed, Wat, give him a dime after wat he delibrity did with all the creme, wy Willyum, wats come over you.

Well, the spirit of forgiveness and charity is a great thing, sed pop, and ma sed, I dont care weather it is or not, Ide jest like to see you try to give him a dime, the idee.

And pop went out without giving me any, and ma tawked about the cream every little while all day, and if pop dont give me any tonite Ill think I made a mistake.

### PHILLIPS AT STATE MEETING

Frank R. Phillips returned Tuesday from Waco where he attended the Vocational meeting. Mr. Phillips stopped at the Dallas Fair and inspected the Randall county exhibit, which he says is first class.

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The story centers around the American home  
—Your Home—teeming with heart throbs,  
pathos, laughter.

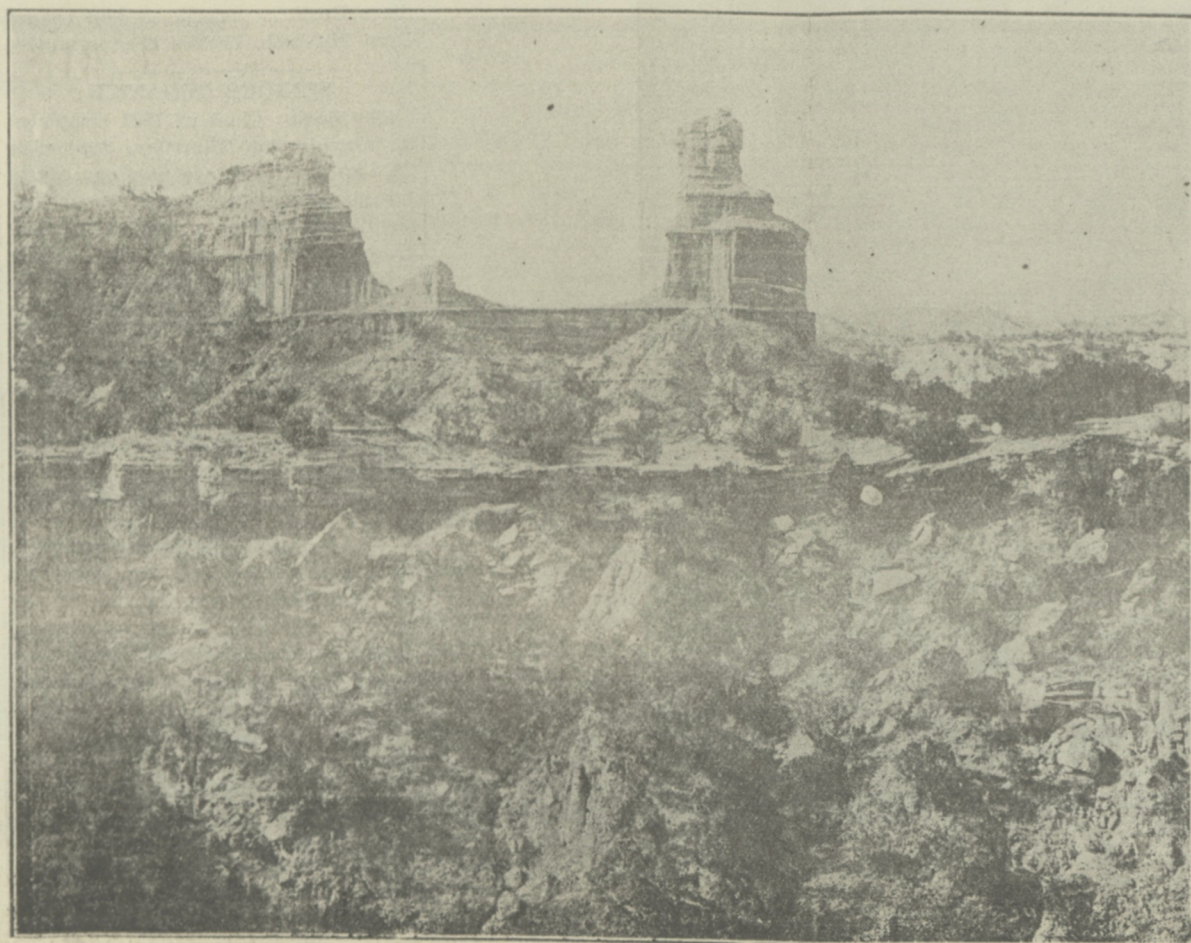
You Must See This Picture

## OLYMPIC THEATRE

FRI.-SAT.-NIGHT, OCTOBER 14 and 15

Prices 25c and 55c

Show Starts at 7:30



THE LIGHT HOUSE—SCENE IN PALO DURO CANYON



## AS A WOMAN THINKETH

Helen Rowland (in El Paso Herald)

## When You Must Admit It

Have you been "psyched," yet?  
Everybody's doing it!  
And perhaps—PERHAPS,  
There may be something in it, after all!  
Of course.  
It's an awful shock.  
To spy on your subconscious self, when the poor little thing isn't looking.  
And to discover that you're not really a "perfect lady," after all—  
Not really the "sweet, delicate, flower-like creature" you fancied you were—  
But just a vain, little ingrowing Egotist!  
An unconscious POSEUR—full of silly emotionalism and self pity!  
Whew! It's a dreadful awakening.  
When you have always believed that you were "built like a highly-strung violin, which responds to every touch."  
To have to admit that you are more like a motor-horn or clarinet.  
And that you are not "sensitive," but touchy!  
It's positively disgusting.  
To learn that you're not really "suffering."  
But just trying to get into the lime-light with yourself, and your family,  
And that your interesting sick headaches are only a pain in the vanity,  
Or the symbol of a soul with the measles!  
And it's galling, crushing, heart-rending, to be told.  
That you are NOT a "martyr"—but just a little "rotter."  
But it's a wonderful revelation— isn't it!  
And, of course, there's lots and lots

of tommyrot and nonsense in it;  
And I simply can't digest all that "dream stuff!"  
It's insulting to your intelligence.  
To be told that you are thinking of stealing a fur coat.  
Just because you dreamed that the cat was sleeping on your head—and woke up to find your face buried under the pillow!  
Or to be told that you must be in love with Trotsky.  
Just because you dreamed that you were choking a Bolshevik!  
Or that you have a "complex" for the ice man,  
Just because you dreamed that you caught the cook kissing him!  
But STILL—there must be just a little bit in this matter of uncovering your subconscious self.  
And coming face-to-face with your "subliminal possibilities!"  
It's an awful dose—but it MAY be good for you.  
Because, nine times out of ten, you will find that what's the matter with you is not nerves, but egoism—  
That the thing from which you are suffering,  
Is not a "suppressed desire" to elope with your neighbor's grandfather,  
But an overwhelming, all-absorbing love, a mad, passionate admiration For YOURSELF.  
Not an "inferiority complex," but a "vanity-complex!"  
Not a complex for somebody else, but a SELF-COMPLEX!  
And, if Psycho-analysis will do anything to relieve this tiresome old world of its over-crop of self-love and egoism.  
Oh—come on, let's ALL go, And be "psyched."

The world's oldest observatory is at Pekin and was founded in the thirteenth century by Kubla Khan.

A German scientist has evolved a method of making bread dough direct from shelled whole wheat grains.

The Louisiana Historical Society has a complete record of the French administration of the State.

The first history of England, and Anglo-Saxon Chronicle, was started in the reign of King Alfred.

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This bank will count it a privilege to be of help to you in every way it can. We have a cordial, friendly, willing service—which is at your disposal.

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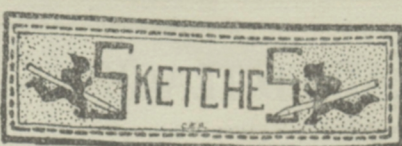
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## The Kitchen-Corner

The kitchen-corner of my room for "light house-keeping" is not at all inspiring. It is like a corner of life, bad, but not all bad; good, but not all good. The dilapidated stove looks a bit self-conscious in its new coat of paint. The coal-bucket beside it is full of cracks and holes. The battered dish-pan hanging above the brown paper which protects the wall, bears testimony to a life of long usefulness. But the two bright aluminum stew-pots below the dish-pan are surely innocent of any past service and fairly shout, "Use us, use us, we are new!"  
—B. W.

## The Palo Duro Canyons

The country on both sides of the Palo Duro canyons is level and without trees; indeed there is nothing to suggest a break in the plains until a close position is gained, when suddenly one blue wall rises above the other, each jagged outline softened by the haze. When the observer reaches the cliffs and looks down into the depths of the canyon there is seen a sharp contrast with the level plains around it. The walls of the canyon correspond so perfectly, it would seem that the two might be fitted together. A trail leading down the many rough peaks invites the visitor to explore. At the end of the trail a peaceful creek flows under overlapping trees, its borders gay with flowers of purple and white.  
—M. W. C.

## On Guard in The Library

I was sitting in the library trying to concentrate on my English. Wearying of my vain attempts, I looked to find something that might require less effort. Nor was I long in looking. There before me, above row after row of books stood the lone wolf of the prairies. Straight and staunch he stood, his mouth opened, his fangs bared. His gray coat was mingled and streaked with black; his ears were pointed and protruding. He seemed alive, enthusiastically alive, and ready to spring from his lofty perch. How strangely out of place he seemed here in this world of volumes red, and green, and blue, and black. And yet, how significant of the remnant of the untameable spirit of the prairies gradually disappearing under stress of civilization and culture. My head sank down on the library table, and I could hear the yap of the coyotes sounding over the prairies back at home.  
—Y. W.

## The Creek

From the old L-shaped house with its steep, red roof and open doors, that welcome the sunshine and the southern breezes, I eagerly descend the gentle slope to the creek of childhood memories. It is not one of the rippling brooklets which poets praise. Even now, its bed is parched and dry, excepting a few muddy pools, the last evidence of the Spring "headrise." Yet its banks are naturally ornamented with various sizes of hackberry and chinaberry trees, each of which bears a specific significance. Two straggling bits of faded rope hang from a limb of the largest, most fatherly looking hackberry. The old swing has been torn down, but the huge limb still hangs over the bank as if yearning to swing to childhood fancy. The banks, which might now appear unnecessary, are broken here and there by cowtrails and wide baylike indentations, which in former days seemed purposely made to protect boys and girls from the cold wind and other playtime enemies. Farther down, in a more open space, is the much worn crossing, the one spot unfavored of the children, who begrudged its generous invitation to the public.  
—W. B. C.

## Waiting for the Train

It was just four o'clock in the morning when I stepped into the depot of a small western plains town to get my ticket before boarding the train that was due in ten minutes. It was November and a chilly, drizzling rain, so typical of that time of the year had splattered in my face and left a frosty mist upon my cloak.

As I opened the door, the flame of the kerosene lamp flickered and added another coat of blackness to the already besmeared chimney. The lamp had been placed on a small shelf in one corner of the room, to be a source of illumination; but, with the exception of a small space around that particular corner, the room seemed in total darkness. The telegraph instrument clicked lustily, but the messages evidently did not concern the night operator, who slept peacefully on one of the large office tables until he was aroused by my impatient rap on the window casing.

After my ticket had been made out, I had several minutes to wait before the train was due, and I took a seat near one of the windows, in order that I might easily hear the whistle at the crossing a mile from town. My eyes

had become accustomed to the dim light by this time, and I made a sweeping glance around the room. The walls, which were painted a practical red-brown color, were decorated with railroad certificates, advertisements, etc. The stove, propped up with bricks, sat rather than stood in the middle of the room. Dirt and trash from all over the floor had been swept under it, and the mass of waste paper that kept the door open showed plainly that the stove had not been used for some time. Rows of seats had been placed against the walls, and at the end of one of the rows stood a faded blue water cooler. Part of the faucet had disappeared, and the deep dents and paint scars on the sides told that its day of service was almost over. I looked out of the window to catch a glimpse of the headlight, but the drops of rain had streaked the glass with a thousand rivulets of water as they chased each other down the pane.

By my own watch it was ten minutes past time for the train when I walked to the window to look at the clock in the office. As I approached, the operator aroused himself (he had resumed his interrupted nap), rubbed his eyes and looked at me for a moment, and then said, "Lady, maybe I forget to tell you, but that west bound train is about two hours late."  
—R. L.

## Our Storm House

When I open the treasure house of childhood memories, I find that everything revolves around our storm house. As I again descend the steps that lead into it, I find myself in a big underground room. The walls and the floor are cement, and the ceiling is of split elm timbers closely fitted together. In the center of the room a huge supporting pillar extends from the ceiling to the floor.

Row upon row of canned fruits and vegetables, protected from the light by a dark curtain, are ranged on shelves on the south and west walls.

Leaning against the north wall rests an old spinning wheel, prized as an heirloom; and this with the barrel of apples near by adds to the place aesthetic charm, plus comfort.

Near the door a lamp stands on a small table. Two chairs are nearby, ready to be used when the family seeks refuge from an approaching storm.

The most interesting part of all is a recess above the door, in which hidden from the ever searching eyes of my mischievous brother, reposes a small tin box containing numerous paper dolls which I so fondly cherished, and which led me to spend all my leisure time in that beloved storm house.  
—E. S.

## A Fireside Scene

Thru the broad front window one can see a ribbon of light where the surf is breaking on the sandy shore.

There are three of us sitting in front of the crackling fire. Danny, his arms as brown as a gypsy's, is sitting forward in his chair, with his hands clasped around his knees, as he tells me that he is soon going to be ten, and after that it won't be long till he is grown up and then he will be Captain of the largest ship in the world.

On the other side of the fireplace sits Danny's "Aunt Jane," sewing some lace on a linen handkerchief. When she was a little girl, she, too, sat by the fireplace and, like Danny, dreamed of the future, but now her thoughts are of the past. The crackle of the blazing wood mingles with the murmur of the surf on the nearby shore. Presently Aunt Jane puts a record on the phonograph, and we are transported to a shore where palms sway in the sea breeze. As the Hawaiian music rises and falls, it too is blended with the murmur of the surf and the crackling of the wood.

It is nine o'clock and Danny is nodding; he is sailing on the sea of sleep. Aunt Jane looks up from her sewing and says, "Bedtime, Danny." Danny wakes, saying, "I ain't sleepy yet; let me stay up a while longer." But Aunt Jane shakes her head, and Danny goes upstairs, to finish his voyage on the sea of sleep.  
—W. L.

Chinese for time immemorial have used natural gas for evaporating brine from their salt wells.

Quito, the capital of Ecuador, has repeatedly suffered from earthquakes and volcanic eruptions.

Sailors of the Spanish Armada carried with them on their piratical cruises dolls as mascots.

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## THE ADS IN "THE PRAIRIE"

## THE NEED FOR TRAINED TEACHERS

In order to understand the extent and intensity of the need for trained teachers in Texas it is necessary first of all, to comprehend the power of our schools over the life and destiny of our country and its people. In view of all that has been said on this subject, I could hardly be expected to contribute an original idea of value. Yet, for the purposes of this discussion, no better background can be found than that which explains the fundamental importance of that institution which moulds the ideals and fashions the conduct of the embryonic citizen.

Of course, we recognize the educative power of other institutions, such as the home, the church, the press, modern industry, etc., but the fact remains that the public schools of America can wreck this country in a generation and even upset the orderly processes of civilization itself if they so desire, or if they function improperly. In the lifetime of an average citizen the German school system completely transformed the ideals and conduct of the German Empire and brought on the greatest military conflict in the annals of time. It brought about the expenditure of \$100,000,000,000, destroyed other billions of property, involved the nations of the earth in hopeless indebtedness, laid taxes upon generations yet unborn, drove to arms millions of people who had no desire to kill, wrecked the commerce of the world, prostrated legitimate industry everywhere, made millionaires of the few and paupers of the many, changed the political systems of half the nations of the earth, set up new and devilish social movements, undermined the religious faith of millions of people everywhere, changed the whole current of human industry, aroused the slumbering fires of racial distrust, wrung from multiplied millions of innocent and inspiring youths their cherished ambitions for a life-work, halted the development of all kinds of institutions in the remotest corners of the earth, brought incomparable sorrow and suffering into a thousand, thousand of innocent lives, and otherwise wrought more havoc in four years than was ever before wrought in a century.

Moreover, the absence of schools is scarcely less disastrous. Ignorance is a sure foundation for despotic government. He who expects ignorant men to be free expects what never was, nor is, nor ever shall be. If, perchance, such people escape the terrors of the despot they soon fall a prey to the violence of the mob. It is the school's function, among other things, to dispel ignorance. The public schools of America are deadly foes to autocracy. They are the greatest democratizing agency ever invented by man and if rightly administered and taught will eventually redirect the thought and life of the world.

It is within the power of the public schools of this country to so purify our public and private living, so purge us of selfishness, so clarify our vision, so direct our ideals, so cultivate our courage, so inspire us with the love of God's truth, so develop our understanding of each other and the problems of civilized men, so sharpen our intelligence and so sanctify our spirit, that our nation may yet lead the world out of its chaos and mark the highway to permanent peace. We who have charge of the schools of America have as great an opportunity to bless the world as Germany availed herself of to curse it. The German school teacher played a destructive role; ours, under God, shall be constructive.

This high honor will come to us, however, through no fortuitous toss of fortune. To trust to luck for a full hand of trumps is to invite disappointment and disaster. Nor will God take care of us in spite of our unworthiness. If we expect to be His chosen people we must first choose the way of enlightened virtue. The sure road to international leadership is a close partnership between our nation and God—a co-operative affair in which God—most of the operating and we most of the "co-ing." This requires high resolve, unselfish spirit, dynamic intelligence, self-control. These qualities must characterize an overwhelming majority of our citizens. Otherwise, we cannot expect the rest of the world to look at us from below. Men instinctively look up for light; if we are below the dead-level of human kind the light that is in us will be darkened.

In view of the above observations much must depend upon the quality of teaching we do and its objective. Let us, therefore, make an inventory, in general terms, of the present situation in Texas with reference to this subject. This will enable us the better to understand "The need for trained teachers."

There are approximately 30,000 teachers in Texas, attempting to instruct about 1,250,000 children. Roughly speaking, each one of us is teaching forty children. Under the laws of this state, as they are administered, any one who cares may go to the Court House of his county and apply for a teacher's certificate. He is not re-

quired to have a day of professional training for his work, nor even to know or believe that such training is possible. In fact, a large per cent of our teachers breathe the atmosphere of disrespect for the professional training of teachers. Even college and university professors of high standing and commanding influence openly ridicule the idea that a man ought to study how to teach the thing he is trying to teach. He should only study the thing itself and not waste time on how to teach it. Given a thorough knowledge of the subject and "methods will break out like measles," we are told. Even teachers in Normal Colleges in Texas have been known to hold such views. As a result, it is estimated that less than five per cent of the teachers of the state may be said to be professionally trained.

Not only so, but in case of the majority of our teachers, there is no background for such training. Perhaps over half of our Texas teachers do not possess scholarship beyond that required for a second grade certificate and many more have not received as much as a high school education. It is true that a growing percentage of our teachers have attended college or normal school and this is promising, but it is no guarantee of professional training. Many of those who attend college take no professional work and some of those who attend normal colleges get a minimum of such training.

Can a nation whose very life is dependent upon the intelligence of its citizens put the training of its youth in the hands of such teachers and expect to survive? Can a teacher who loves his country, who takes pride in its achievements, and who desires to have a part in working out its destiny treat teaching as a matter of personal convenience—as a means of tiding over financial straits, or a stepping-stone to other professions? Is it possible for an ignorant and untrained teacher to be a true patriot? A man who sets himself up as a lawyer with no more professional training than the average teacher has is called a shyster and is usually laughed out of court. The physician who undertakes to practice medicine with no more professional training than is represented by the average teacher is generally considered a fit subject for the lunatic asylum. We frequently hear the terms impostors and quacks applied to such physicians. There are at least 20,000 such impostors and quacks in the teaching profession in Texas to-day and nothing is being said or done about it. Even horse-doctors must be men of maturity and life-experience who have studied horses—their physical makeup, their diseases, their habits, and the manner of their treatment. Not so in teaching. Any ignorant, untrained cobbler of eighteen years is permitted to take in hand the plastic clay of childhood and make mud dolls of it, and soon these mud dolls direct the destiny of the nation. Can we reasonably expect the perpetuity of our free institutions under these conditions?

Some of the dangers growing out of an untrained body of teachers would be eliminated if, in some way, it could be brought about that men and women would remain in the work long enough to feel some permanent attachment to it. But since the state has no requirements in the way of professional preparation, no investment is required on the part of the licensee. He may drop out at any time without loss. A physician who has spent at least four years in special professional training and, in addition thereto, several thousand dollars, does not feel that he can lightly lay aside his chosen work. He simply cannot afford to disregard his investment. Moreover, in the long period he has pursued the study of medicine, he has probably developed a soul-passion for the subject and finds genuine delight in his profession. Not so in teaching. I think the average teacher serves his State about three years. By the time he begins to learn something about it—something that might in part substitute for professional preparation, he leaves the field and cashes in his experience in some other vocation. Plainly, the State would do itself a favor to require a measure of special training of its teachers.

Indeed, a reasonable regard for the public welfare would seem to demand that the State refuse a license to teach—a certificate—to all who have not studied, for awhile at least, in an institution whose major purpose is that of training teachers. At present, much of the so-called professional work for teachers is done by institutions whose prime objective is that of making housewives, or farmers, or mechanics, or giving general culture without vocational aims. In fact, the State has given the right to certificate to certain non-state institutions who are using it as a dragnet for patronage. This is not to be understood, as an attack, however, upon such institutions of either class. It is a plea for the training of teachers in teachers' schools.

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Veterinary Schools; ministers at Theological Seminaries; physicians at Medical Schools; lawyers at Schools of Law; why not teachers at Schools of Teachers?

This point of view is pertinent here because it calls attention to the fact that "the need for trained teachers" is enhanced by our own failure to make a proper diagnosis of our trouble. Teachers themselves have not understood that they discredit their own work and the so-called profession when they seek professional training at institutions which make teacher-training a secondary or tertiary consideration. The quickest way to dignify teaching and bring it the rewards it deserves is to insist upon teachers colleges for teachers, and as teachers cease patronizing other vocational or non-vocational institutions.

I cannot close this discussion without at least a mention of the child's need for skilled instructors. I once knew a child who was struggling under a tremendous physical handicap. He needed an operation for adenoids and bad tonsils. His breath was being gradually cut off with the consequent malformation of the mouth, the irregular teeth, intense suffering at frequent intervals from sore throat, undeveloped nasal passages, restlessness in sleep, general nervousness at all times, and easily subject to bad colds and other physical ailments. The family physician advised an operation and proposed to do it himself and thus save the expense of a specialist. The operation was accordingly performed, much as a jackleg carpenter would build a beautiful temple; or as an auto-mechanic would tune a piano. The child recovered from the operation but not from the adenoids and bad tonsils. The parents paid the bill, the child endured the suffering, the physician enjoyed the fee. Years went by, the parents believing the child's respiratory troubles had been solved. But as time passed expected improvement in the health of the child did not materialize. His power of endurance was fortunately sufficient to sustain life, though wholesome development and physical comfort were lacking. After awhile he fell into the skilled hands of a trained expert. His troubles were quickly relieved and in the short period that remained before maturity he grew rapidly away from his physical ailments. But the marks of ignorance and incompetence remained through life to curse him and bring him to a premature grave. In the first operation, what would professional training and technical skill have been worth to this child, to his parents, and to society? The question needs no answer.

The case, though rare to-day in the field of medicine, finds a million parallels in the schoolrooms of Texas every year. The only difference is, one of degree. The teacher who butchers the personality of a little child has committed an inexcusable crime. We have no right to tamper with childhood until we have acquired a large measure of skill in handling the im-

plements of the profession of teaching. We must know the intellectual and spiritual physiology of childhood and the processes of child development before we undertake to train children. We must be familiar with the various reactions in child growth, if we aspire to become the teachers of our children. May we not hope that at not too distant day Texas and the nation will realize "The Need for Trained Teachers?"

Cigarettes in boyhood are about as useful in building up a strong body as dynamite would be in building a house.—W. F. Crafts.

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