

THE PRAIRIE

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

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NUMBER 19

MR. GUENTHER PROVIDES NEW DRESS FOR OUR CAMPUS

Our Normal College is not only progressing in literary fields, but in the keeping and beautification of its buildings and grounds. For this artistic development we have to thank Mr. Guenther.

We have heard Mr. Guenther's talks in chapel, and we know his ability along this line; his self-confidence, his humor, and his sense of honor. But if you have by any means failed to see the flowers and the artistic beauty of the campus, you need to be reminded



of his work and of the joy that you might be able to get out of nature if you would only open your eyes to it. Mr. Guenther has put his whole soul into this work. It takes no miserly amount of forethought and imagination to be able to picture the effect desired and then no little amount of work to produce that effect.

As we come up the front walk, we can readily see that our Institution is really trying. "To stay green and keep a-growing." In the evening when the dryness and heat of the days are gone, how pretty the campus looks with its border of trees, the soft grass with the center touched with different shades of color from the nasturtiums, verbenas, zennias and dahlias. Later on in the summer we shall have in the center and standing out above the rest the red and yellow cannas. Closer to the building, we find the white and pink sweet peas as a foreground for the college building.

Not only is it a pleasure to have the beauty of growing things around us, but it is restful. How can a person look at the beauty of nature and fail to find a rest and peace portrayed therein?

We owe Mr. Guenther many thoughts of appreciation for this work. We know that he has gotten pleasure out of it; but we have too, and we appreciate the fact that we have people around us who love beauty and nature.

Wedding Bells

On Thursday, June 30, Miss Alice Hill and Mr. Cleveland Martin of Hamilton, Texas, were married at the bride's home in Hamilton. Mrs. Martin is an alumna of our institution and is a sister of President Hill. She has a great many friends in Canyon who are wishing her the greatest happiness.

Miss Mabelle White of Claude, Texas, was married Saturday, June 11, to Mr. A. McIntyre. Miss Mabelle is a graduate of the Normal and has many friends among the students who are wishing for the young couple much happiness.

On Sunday, June 26, Miss Maude Willett of Paducah and Ben A. Terrill of Canyon were united in marriage. Both young people are graduates of the Normal and have a great number of friends in Canyon. The groom is the brother of Mr. R. A. Terrill of the Normal faculty. After a month's trip to Colorado, the bridal couple will be at home in Clayton, New Mexico, where Mr. Terrill is teaching. Their many friends in Canyon extend to them the best wishes for their happiness.

Miss Emily Brooks and James Rutherford of Hereford were married last Wednesday in Amarillo. After spending their honeymoon in Colorado, the couple will return to their home at Hereford. Miss Brooks has grown to womanhood in Canyon and has always been a favorite among the young people here. Mr. Rutherford is a young business man of Hereford. Both have a great circle of friends in Canyon and Hereford who unite in extending congratulations and best wishes.

Miss Ola Lewis and Lamar Yearout of Bronson, Colorado, were married in Amarillo, Friday, June 24. Miss Ola is a former student of the Normal and in 1917 was voted to be our College beauty. The young people will make their home in Bronson.

1921-22 Catalogues Soon to Be Out

The catalogues of the West Texas State Normal College for the session of 1921-22 is being printed and will soon be off the press and ready for distribution.

The Students' Advisory Council

President Hill has appointed the following members to the Students' Advisory Council: L. M. Fertsch, Hereford; Miss Minnie Adams, White Deer; J. B. Allen, Lockney; Miss Nettie Cobb, Fort Worth; Ivan C. Baucum, Canyon; Mrs. Frances D. Bone, Quanah; Jeff D. Smith, Anson; Mattie Swayne, Memphis; Miss Lois Todd, Greenville; A. L. Westfall, Newlin; Mrs. Lila Henderson, Plainview; and Mrs. S. R. Rike, Haskell.

This committee will meet with President Hill for the purpose of discussing matters pertaining to student government.

Cozy Cottage

If you will come with me out on the plains of West Texas to the Normal that bears that name, I shall take you to a small two story building, just to the northeast of the College, and show you "Cozy Cottage."

In the fall of 1920, when the boys who help with the college farm moved into the upstairs of this building, they wanted to give the house a name; so they wrote on a big plank these two words, "Cozy Cottage," and put the plank above the door.

Suppose we take a peep into the big room on the first floor. If you had come in the fall, I fear you would have been justified in concluding that you had seen a real junk room. Now, the gray-blue walls, orderly tables and chairs present a more pleasing picture. I am sure you like the tied-and-dyed window drapes. Have you guessed the use of the room? Of course you have if you have looked in one corner and seen the cupboard and seen the blue-flame stove. Yes, it is the Y. W. C. A. lunch room, where one can bring one's lunch and, if desired, obtain soup or cocoa, milk and sandwiches.

Besides meeting this need, the room is often the scene of candy-making, or perhaps a birthday cake is baked for a friend. Here, during the Inter-Scholastic Meet, forty-five plate lunches were served each day.

While the lunch room is a new undertaking, we feel that it has met a very real need and the prospects for its usefulness are ever increasing.—Southwestern Field News.

English Club Meets

The English Club met Saturday, June 25, room 216. Mr. Morelock made a short talk, explaining the plans of the club for this summer. The usual restrictions on membership have been suspended for the summer. It is hoped that many students will be profited by the work of the society.

The members intend to study and relate the stories of the plays to be given by the Devereux players and those to be discussed by Dr. Edward Howard Griggs. Lizzie Kate Smith told the story of "Justice" by John Galsworthy, an English author. The purpose of telling the plays is to acquaint the students with the story, so that they may be able better to follow Dr. Griggs' lectures.

The following are the officers for the summer:

President—Mody Boatright.
Vice-President—Mrs. J. J. Powel.
Secretary—Elizabeth Reck.
Press Reporter—Lois Baumgartner.

Shows Normal Pictures

On Saturday evening, June 25, Mr. Gregory showed his collection of motion pictures in the Normal auditorium. The films included views of the old Normal building, of the "shacks," and of the new buildings. The motion pictures taken of the dedication exercises of the present administration building of the student body of 1920-21 and of the summer session of 1921, with the various class-room and laboratory scenes, were of special interest.

In connection with the Normal pictures, some good pictures taken in other parts of the state were shown. The panoramic views of Dallas and Galveston gave an idea of the activities of those places. And a number of pictures from the oil fields of the Breckenridge district were both interesting and educational.

Foot Follies

"Foot Follies," a motion picture show in the interest of the campaign for more sensible shoes, also Scenes from the Y. W. C. A. Conference, was shown on the screen at the college auditorium on Tuesday night, June 28, by the Y. W. C. A. This organization is making itself felt in the college in a number of ways this summer.

Miss Irene Levy spent Sunday and Monday at her home in Slaton.

DR. EDWARD HOWARD GRIGGS TO LECTURE JULY 7, 8, 9

On July 7, 8, and 9 Dr. Edward Howard Griggs will deliver a series of six lectures: three in the morning at the chapel period and three in the evening. No student in the institution can afford to miss any one of these lectures. The evening lectures will deal with the "Drama of Protest."

This attraction is covered by the Blanket Tax. For citizens of the town the price of a season ticket for Dr. Griggs' lectures will be \$1.00, or 50 cents for single lectures.

Student Council Meets

The Student Council met with President Hill at his home, Monday evening. Mr. Hill explained the purpose of the Council as that of a bond between the student-body and the administrative authorities of the college. Our President wants to be an adviser of the student and wants the student to feel that it is his privilege to come to him at any time to discuss questions of interest. From the Council he wants to get the students' point of view on things of mutual interest, and in all fairness it is right that the student should be willing to consider his viewpoint.

Some of the things under discussion at the meeting were an ex-student loan fund; plans for July 4th; and housing facilities for next summer's student-body. For this last question a sub-committee, composed of Mr. Fertsch, Mr. Allen and Miss Cobb, was appointed to meet with Mr. Dufloet and make a report at the next meeting.

Baptist Encampment

Many of the Normal students attended the Baptist Encampment held at the Canyon Club grounds from June 15 to 22. It was the first Panhandle Encampment held here, and furnished an excellent program. The attendance was not so large as expected, but those who did attend received so much help and inspiration from the meeting that they decided to make it a permanent annual affair.

Already plans are being made for next year's program. Before the next meeting, however, a permanent location is to be chosen near here and properly equipped for the Encampment.

Y. W. C. A. Cabinet Meets

The first meeting of the Y. W. C. A. cabinet was held with Miss Graham at Cozy Cottage, Saturday afternoon, June 25. Plans were made for the summer work. The summer cabinet is composed of the following members: Mrs. Tommie Montfort—President. Hazel Mathis—Vice President. Joye Mills—Secretary. Verle Fletcher—Treasurer. Ethel Isaacs—Social Chairman. Virginia Ellis—Service Chairman. Mattie Swayne—Publicity Chairman. Mary Dockery—Church Relationship Chairman. Fannie Cash—World Fellowship Chairman.

Dr. Majors Speaks in Chapel

"The Reasonableness of Christianity" was the subject of a lecture delivered to the students at the chapel period on June 21. The speaker, Dr. Majors, who is pastor of the Gaston Avenue Baptist Church of Dallas, made a convincing appeal for the consideration of the Christian religion as something that must be upheld by man's reason as well as by his emotions.

North Texas Normal Enrollment

Denton, Texas, June 20.—The enrollment at the summer session of the North Texas Normal College reached a total of 2,600 at the end of the first week.

It is claimed that this places the enrollment of the college larger than any similar institution in the United States, giving it a total in excess of 4,000 for the year.—Dallas News.

Second Term Opens July 18

The second term of the summer session will begin Tuesday, July 18. Entrance examinations will be held Friday and Saturday, July 15 and 16. July 19 will be the last day on which a student may enroll for credit work, and Thursday, July 20, will be the last day for making program changes.

While Dr. Curtis was here, he began a series of play hours, which have been continued regularly on Mondays, Wednesdays, and Fridays. Volley ball, indoor baseball, and various other games are played on the campus from seven until nine o'clock in the evenings. Since Dr. Curtis' departure, the various boarding houses have organized teams to play these games; and it is rumored that some day there may be a grand tournament.

Will Kerr, Tony Vaughn, Bryan McDonald and Frances Ramsey visited friends here Sunday.

LEXINGTON PROFESSOR HEADS BUREAU OF EDUCATION

John J. Tigert of Lexington, Ky., a college professor, has been appointed Commissioner of Education of the United States, succeeding Philander C. Claxton. Professor Tigert has been professor of Philosophy, University of Kentucky, since 1911. Born in Nashville, Tenn., Feb. 11, 1882; B. A., University, 1904; was first Rhodes scholar from Tennessee at honor school of jurisprudence, Oxford University, England, 1907; Graduate school of University of Minnesota, 1916.—Dallas News.

Certificate Laws

The State of Texas is now operating under three certificate laws, and naturally some confusion results. One thing should be kept in mind by each person making application for a certificate: Do not "mix the laws." The applicant for a certificate should decide which law he wishes to work under, and stick to that law.

A person under seventeen years of age may take the examination, and the papers will be graded; if the grades fulfill the requirements for a certificate, they will be put on file in the Department of Education, and when the applicant reaches the age of seventeen the certificate will be sent to her. After Sept. 1, 1921, the applicant must be eighteen years old before receiving a certificate.

A person may take the examination for a second grade certificate, and, at this same series of examinations, may take one or more additional subjects of those required for a higher certificate; but if the applicant should fail to secure the second grade certificate, the grades in the additional subjects for a higher certificate would be lost also. An applicant will not be allowed to take examination in subjects for a higher certificate before he takes it in the subjects for the second grade. However, he may take them at the same time or subsequently.

In order to have the privilege of the examinations, August 8, 9, 10, and 11, the applicant must have attended this institution not less than 28 school days exclusive of the examination week.

B. F. SISK,

Conductor Summer Normal.

Skahundowa Camp Fire

Monday evening at seven o'clock the Skahundowa Camp Fire met at the home of Darlene Turner for the regular Ceremonial Meeting. A peculiar initiation was given to the following new members: Maude Stewart, Goldie Barnett, Minnie Pearl Pierce, and Marguerite Dillon. After answering Wohelo call, the girls gave the hand sign of Fire and took their places in the circle. While the President lighted the fire, the girls sang "Wohelo for Aye" and "Oh, We Cheer." The new girls expressed their desire to become members of the Fire and to follow its law. The Law was most interestingly explained by Miss MacLaren, the Assistant Guardian. There was only one degree awarded, and that to Zela Wood, who became Torch Bearer, the highest degree of the Fire. In closing, the girls sang "Mammy Moon," and as they left the circle, they all joined in singing "The Sun is Sinking in the West."

Useless Prohibitions

Professor B. F. Sisk, director of the summer normal, has been lecturing during the chapel period on "What the City Superintendent Expects in a School Teacher." He emphasized the fact that a teacher should always be willing to sacrifice some personal amusement when those pleasures might weaken her work in the school and detract from her influence in the community. At the same time, he expressed the opinion that the custom of some school-boards in inserting prohibition clauses in contracts, was not to be encouraged, because it binds the teacher to follow certain rules rather than allowing her to act according to her own judgment.

Mrs. Simeon Shaw Honored

The American Legion recently presented Mrs. Simeon Shaw with a huge bouquet of lovely gladiolas as a tribute for the initiative she has taken in getting the United States Congress to set aside a certain day to be known as "Flower Day." This day is to be observed by wearing a flower in honor of the soldier boys. Mr. Reid presented the bouquet and Mrs. Susan E. Gulledge received the flowers in the absence of Mrs. Shaw.

Have you seen Mr. Sheffy's new pet? You haven't? He keeps it in his backyard, chained to the chicken coop. It is retiring, timid, cunning, loves women and children and is suspicious of men. You don't know what it is? It is a real coyote!

DR. HENRY S. CURTIS DELIVERS A SERIES OF HELPFUL LECTURES

Dr. Henry S. Curtis of Oberlin, Ohio, a well known lecturer and an authority on the "playground movement," delivered before the student body of the West Texas State Normal College, during the week of June 13-17, a series of able lectures. In the evenings from 7 to 8 o'clock he illustrated his lectures by organizing groups of students and giving them practical experience on the playgrounds of the College.

In the hope that these lectures may be of practical value to the teachers when they return to their schools, we are giving an outline of some of the most important points which Dr. Curtis emphasized.

The Significance of the Play Movement

We have no word which means to us what play means to the child. Play is his most serious activity, corresponding more closely to adult work than it does to adult play.

I. Why Organized Play is Necessary

1. Games, in former times, were taught to the younger children by the older children or the mothers; this is not so largely done at the present time. 2. The school has taken the time and the energy with which children in previous days have played, and their play spaces have been built upon.

3. Through child labor laws, the school, and the changed nature of industry, the work of children has almost entirely disappeared. 4. A larger and larger proportion of the people are found in the cities with each decade.

5. The nature of the work of adults has almost completely changed; largely indoors, in dusty, noisy factories, involving high nervous strain and little muscular effort. 6. The results of these conditions as shown:

(a) In increase of institutions for insane and number of occupants; (b) In decreased military fitness of men as shown in army examinations; (c) In decreasing birth rate.

7. Such conditions continuing for two or three centuries would mean the elimination of the race.

II. Objections to Organized Play

1. Not needed in small cities. 2. Children should play in the yards of the houses. 3. Children wish to play by themselves, "unbossed."

III. Answers to these Objections

1. Vacant spaces do not secure attendance or play of children, especially of small children and girls. 2. Dooryards are not generally suited for play and meet the need of little children only.

3. Unorganized playgrounds are often controlled by loafers and rowdies and become very vicious influences for children. 4. The attendance is far greater on grounds properly supervised than on those unsupervised.

IV. The Physical Advantages of Organized play. 1. The improvement of the general health. 2. Combatting tuberculosis. Estimated that 5 per cent of all school children in the United States have tuberculosis, while 40 per cent in first grade and 85 per cent in the eighth grade react to the tuberculin test. These children constantly replenish the ranks of adult consumptives.

Estimated annual cost of consumption of people of this country, \$3,300,000,000—enough to maintain all the playgrounds in the country for 230 years. Yet we could very nearly blot out the disease in a generation if we could give to every child a proper amount of open air play.

3. The development of strength. Historically there are three main methods: (a) work; (b) gymnastics; (c) play and athletics.

The work of children has mostly disappeared; the gymnastics are almost a negligible factor in this country; practically the only method of physical development in cities is through play and athletics.

4. The development of grace. (a) Two methods—through dancing and play. (b) Grace demands that the action shall be a spontaneous expression of the personality and that the soul shall be in it. Much of the grace of the dance is an illusion from common music and common motion. Play alone meets perfectly the conditions of grace.

5. The Stabilizing of the Nervous System. (a) Demands that the large rather than the small muscles shall be used. (b) That the person shall keep out of doors and throw aside his worries every day in some spontaneous, enjoyable activity.

6. Establishing the digestion. 7. Strengthening the heart and lungs.

V. The Intellectual Advantages of play.

1. The type of judgment which the boy uses constantly in playing baseball and football is of the same sort which is required in business, politics, and society. The man probably uses this type of judgment ten times where he uses the type developed by the arithmetic once.

2. From the study of Who's Who it would appear that university athletics were considerably more effective in developing distinguished men than university studies.

VI. Social Training through Play.

1. Children form their friendships and learn how to get on with each other almost entirely in play relationships.

VII. Moral Training through Play.

1. It is in play that practically all habits are formed. For examples of honesty, in child playing croquet; of justice, by children in swings; of bad language, as shown at the opening of new playgrounds.

2. Children form most of their positive habits in play but acquire most of their vices in their idleness.

3. What is delinquency? "The question of crime in our cities is largely a question of athletics." The study of delinquency in Chicago showing the effect of the playgrounds in the southern part of the city.

The cost of an organized playground per child for a year about the same as that of an express wagon for a boy or a doll for a girl.

Use of Our Leisure Time

1. There is a time beyond which an increase of work brings decreased return. Experience with old time working day.

2. Long hours of labor often mean break down. Example: Wilson, Roosevelt. The decrease of working years.

3. Long working hours reduce quality of output sooner than quantity.

4. Leisure essential to symmetrical development. The blacksmith's arm, Darwin and poetry. Leisure must provide for general education.

5. Work is not all of life. Leisure necessary for our duties as parents, husbands, or wives, citizens, friends, Christians. Without leisure all these are neglected.

6. Leisure one of the inalienable rights. The right to the pursuit of happiness.

7. Leisure necessary to scholarship, which comes from Greek word "scholē" meaning leisure. Without leisure no intellectual digestion. Knowledge comes but wisdom lingers.

8. Leisure necessary to growth. Growth not continuous. Comes from mind occasionally.

9. To have leisure must have surplus energy, opportunity, and desires not classified in work.

10. Strong desires necessary to produce leisure time. Example: boy hoeing potatoes, woman and housework.

11. Objections to strong outside interests. Athletics interfere with school work. The worse for school work then. Subjects educational in proportion to interest they arouse. Work interferes with play more often than play with work.

12. Education for leisure time. Leisure increasing. Primitive people in leisure go to drink, sex, and gambling. School must finish better interests. Schools often kill interest instead. Results shown in Cleveland survey. Racial and national survival determined more by right use of leisure time than work time.

13. Test of school work not amount of information given, but interest left. Not how much geography or history taught, but whether the child has learned to love these subjects.

Use of Our Leisure Time (2)

1. Leisure time the time left over after our work is done. Leisure the time before to get the view and time after to assimilate what done. Work of a college or railroad president. Leisure necessary to poise.

2. Three elements necessary to real leisure: (a) surplus energy, (b) opportunity, (man in desert or prison has no real leisure.) and (c) desires and ideas of things to do.

3. Desires and purposes necessary to produce leisure. Working boy with opportunity for baseball.

4. Leisure time, purposes and desires determine method and effectiveness of our work furnish motives.

5. We should have as many desires and hopes as is possible.

6. Objections to leisure time interests. Detract from work. Must (Continued on page four)

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COLLEGE OPPORTUNITIES

Frequently you hear students say that there is nothing to do during the Summer Normal term except study and attend classes. Some say they are almost exhausted, and others say they are bored to the point of distraction. The reason these students find the Summer Normal dull is that they do not take advantage of opportunities for recreation and for engaging in various worthwhile activities. Perhaps some of these students do not realize that these opportunities exist; others think they do not have time to spare for such things, and so both classes miss some of the best part of their college life.

One of the opportunities which many students fail to grasp is that of taking sufficient and wholesome exercise. Some students say they have too much work and cannot take time for physical recreation. The truth is that, if they would use part of their time for some form of play or other recreational exercise, they would have clearer brains when they study; and consequently would need less time for the preparation of their lessons. Another group of students deprive themselves of exercise because their programs are arranged in such order that they are unable to attend a regular Physical Education class. But since regular play hours are held on the college campus every evening, there is no need for these students to neglect their physical development. And, besides the regular hours being provided, the swimming pool is open two evenings in the week to the students who are not enrolled for Swimming Classes. With all these opportunities for recreation outside of class hours, there is no excuse for a Normal student's leading a sedentary life.

Another opportunity which some of the students neglect is that of making a host of friends while they are in college. They go through the term knowing only a few people, and none of them intimately. In this college, where nearly every person could come into vital contact with hundreds of other people who have similar ideals and ambitions, it is a pity that the value of college friendships is not realized by every student in the institution. The advantages of such friendships are too numerous to mention; but the point is that it is possible for every student to establish them. These comradeships may be formed by taking part in the literary societies, athletics, social affairs, and various other student activities of that nature.

Two opportunities for self-betterment and enjoyment that daily slip by some students have been mentioned. There are numerous others, such as making use of the Library, taking advantage of the Lyceum numbers, attending the chapel exercises regularly. Then, there are those opportunities which the individual students alone may see. The trouble is that they fail to grasp them when they see them. If students will find time to take advantage of the opportunities which are offered for their pleasure and development, the Summer School hours which were formerly monotonous to them will become enjoyable and valuable.

THE TEMPLE OF LEARNING

The summer session usually brings a number of visits from agents and vendors of various kinds who come to exhibit their wares—ranging from "teacher's helps" to key rings and jack knives—to the students. This summer is not proving an exception. Various kinds of vendors have already made their appearance in the vicinity of the campus.

There is no dishonor in being an agent, or in patronizing one, provided that he distributes a worthy article and conducts his business in an honorable fashion. But granting that this is the case with those who continually solicit the students,—a concession that could not be proved—we cannot but feel that their activity is out of keeping with the spirit of the institution. They would make the Temple of Learning a house of merchandise.

CANYON NEEDS NEW DORMITORY

The large number of students attending school this summer shows us the necessity of having another dormitory for the West Texas State Normal College. Many students who are compelled to live on the outskirts of the town find it disagreeable to walk through the summer's heat across town to the college. This inconvenience is increased, too, by the absence of sidewalks on some of the streets. Our largest attendance is during the summer; hence it is not profitable for private individuals to erect boarding houses in sufficient numbers to care for the summer students, because three fourths of the time they would be unoccupied. This has been the case up to the present time. The Legislature should give us another dormitory to accommodate the summer students who may be within our gates next year.

What the College Clubs Do

Almost every student has some work in which he is especially interested and to which he would like to give more varied study than the work of the class room usually allows. To such a one work of the various clubs offers an opportunity for individual development. No matter what his hobby may be, there is at least one organization which aims to study intensively some phase of that subject. It can not be other than beneficial for a student to align himself with that club which holds special interest for him. This does not mean that one should attempt to take a leading part in every activity of the school, but it does mean that these are opportunities of which a great number are not availing themselves.

Are You Treating Your Feet With The Proper Respect?

How observant you are? Have you noticed the exhibit of good-sense shoes in the case on the third floor? If you haven't, don't fail to view it carefully.

The time is rapidly passing when one can be less than one's best self and hold the respect of one's associates. It is impossible to be one's best self while wearing ill-fitting shoes. Realizing this, the Young Women's Christian Association has sought for the past few years to bring to the attention of young women the importance of physical fitness and the part shoes have to play in this. Experts have carefully studied the question, and the following are the conclusions reached as to the points that constitute a "good shoe."

1. Straight line from heel to toe.
2. Room for toes—no crowding.
3. Broad low heel—no strain on arch.
4. Flexible shank—allowing use of muscles.

Many of the students and faculty members took advantage of our holiday the 4th, to go in picnic parties to the canyons.

One hundred and ninety-five people who are now in school here took the state and county examinations for certificates on July 1 and 2.

Mr. Guenther Gives County Superintendent's View-Point

Although conditions have been improved greatly during the last ten years, Mr. Guenther is convinced that the same qualities which he found desirable in his teachers ten years ago would be worth while today. But a high degree of scholarship is even more desirable now, for progress should be made and teachers are demanding a much higher salary. Rural teachers have the special need for an unusual amount of energy and enthusiasm which will cause them to do countless things for which they are not paid; the teacher who does not have this burning enthusiasm may have to find a new position.

But one of the most important things, from the view-point of a county superintendent, is the making of reports. The monthly and yearly reports keep the superintendent in touch with every teacher and every child in the county. By them he knows when and where his help is needed and how each teacher is meeting his problems. The neatness and accuracy of these reports at once reveal the character of the teacher who made them.

Why I Teach School

It is sometimes difficult to account for the fact that we are in certain occupations; and very often, I think, accident as much as anything determines our careers. But as I meditate upon why I am a school teacher, I think of three big reasons. Most fundamental of all, though I should, I suppose, blush to admit it, is that teaching is a means of making a living. Though this appears from the bald statement an unworthy ideal, it is nevertheless an important one. All of us who are fortunate enough to have been born of poor parents must make provision for food and clothing, not only for the present, but also for the proverbial rainy day. Really, one of the first things that society demands of us is that we be self-sustaining. So it may be humanitarianism that is prompting us to save our place in the poor house for some one else, as well as the selfish instinct that it is looking out for self-preservation.

Widely different from providing a livelihood, but more important in life, is the fact that teaching gives a vast opportunity for personal growth. Association with the developing, questioning minds of youth demands that we keep always mentally awake, and that we think with the same alertness that characterizes our boys and girls. If I were looking for the fountain of eternal youth, I should search, not in some fabled Eldorado, but in the profession of training the young. Not only do we need to keep abreast of the times mentally but also physically. In order to cope with the countless tasks set for us, we must necessarily keep our bodies ship-shape and in perfect working order. An opportunity for doing this is afforded in the children's play. It is often lamented that the teacher is expected to be next to the preacher in moral and spiritual development, but this is a requirement rather to be thankful for. Our position of influence demands that we set an example of propriety in conduct and of superiority in character. We should consider this a help toward development instead of an obstacle to our freedom.

Although, as a school teacher, I may be able to make a living and to reach the highest possible achievement in personal growth, I am a social being of the twentieth century; consequently the most important reason for my being a teacher is that the profession affords an opportunity for a great amount of service. There is a certain routine of work that every instructor must perform in order to earn his salary—and this may, for its worth to the world, be compared favorably with the work of any other occupation—but there are the endless privileges for giving boys and girls extra help and encouragement, and for associating with them in play, in their societies, and in their community life in such a way as to wield a great influence over their futures. The entire community, too, holds out to the teacher the plea for service. Truly in providing calls for unselfish work, no field is so rich as that which is open to the teacher.

—Mattie Swayne, Eng. 58.

My Kitty

My dear little kitty,
So soft and so white,
Has gone far away
Into the dark night.

Oh, where can I find her?
She can't hear my call—
I fear that some danger
On kitty may fall.

Far out in the wide world,
Where dangers abide,
She knows not the way
Nor what may betide.

But then the dear Father
Who cares for his own
Will bring back my kitty,
To me and my home.

Germany said she could not pay. A few years ago she said she could not lose.—Seattle Argus.

The Rewards of Teaching

Teaching, as any other public profession, has its rewards. But these rewards are not of a mercenary nature; they are spiritual and intellectual rewards. He is a true teacher who teaches, to use the words of Woodrow Wilson, "not because it gains him a livelihood, but because it makes him a life." A teacher has a right to expect this life unless he is so intensely self-absorbed that he ignores the finer things of life, and then, he gets only the rasping harrassing feeling that comes from work when one is driven to it by mere necessity. The following quotation from Ruskin may be applied directly to the teacher:

"If they think first of pay and only second of work, they are the servants of him who is the lord of pay, the most unnerect fiend that fell. If they think first of the work and its results, and only second of their pay, however important that may be, then they are servants of Him who is the Lord of work. Then they belong to the great guild of workers and builders and saviors of the world together with Him and for whom to do the will of Him that sent Him and finish his work was both meat and drink. From the world's earliest history, its greatest teachers have not taught for mercenary gain, but have had higher ideas of the profession. We are told that Socrates refused to take money for so noble a work. The world's greatest teacher took no money for His work, but received His reward in greater things.

Teaching affords the greatest study in the world—the study of the human mind and life. Bolton says that "to know the child as he is, to know what the next step up should be, and to help him up, is the teacher's task." In the preparation for this task, the teacher is in a position where life is active and moving onward. Each day brings new activities and new adventures, and thus, gives the teacher a chance to view life from different angles. Bolton compares teaching with a great game in which one may know the rules and the possible moves, but can only anticipate what his opponent will do. So in teaching, the anticipation of what experience will come next gives life to the game.

Teaching furnishes an incentive for one's giving his best at all times. When one knows that his every word and act will become, through their instincts of imitation, part of the lives of those who are entrusted to his care, who would not give his best at all times? Then, too, he can expect, as in few other professions, his best to be perpetuated. Ladd says in his "Teachers' Practical Philosophy":

"To have it one's duty, one's express form of life, one's daily employment, to cultivate a character, safe to be copied and worthy of imitation by the young, and to acquire knowledge not only in order to possess it oneself, but also to impart it freely to others—this is a manner of life which princes and angels might covet."

True teaching secures for one the good-will, respect, and confidence of both his pupils and other people who are putting their best into life. If one has the good will, respect and confidence of those about him, he cannot refrain from doing the best that is in his power to do, and in so doing, his spirit grows richer, fuller and finer.

Teaching gives a position for service among the world's greatest benefactors. It is the teacher who has had more power than any other class of people in the formation and maintenance of the nation's ideals. By his contact with children during the formative period of their lives, he can make the nation what he will. In this sense, the teacher is the promoter of democracy and to a great extent, the maker of it. In speaking of democracy, Miss Wheelock says: "The teacher who is training little citizens to love law and order; to respect the rights of others; to work and play together; to understand American ideals and follow them, is she not the maker of democracy?" What greater position could one hold than to be the promoter and guardian of that democracy for which so many of our brave men gave their lives on the battlefields of France?

Then, teaching gives one the opportunity of interpreting life for those who are so unfortunate as to miss this help at home, either through neglect or ignorance of their parents. We are told by such men as David Starr Jordan, "If you wish to be of any use in the world, do something for little children," and by Phillips Brooks: "He who helps a child helps humanity with a distinctness, with an immediateness, which no other help given to human creatures in any other stage of their life can possibly give again."

The idea of one of the greatest compensations that the teacher receives is developed in the following bit of verse by Lorraine Elizabeth Wooster:

"What do we do when we teach a child?
We plant a seed in a soul undefiled.
What do we do when we teach a child?
We take the treasures which may be piled

In gospel, or Psalm, or prophet lore,
And transform them all into golden ore
Of character which cannot be riled:
For the strong man comes from the

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Men's Work Shoes	\$2.25 to \$4.98
Men's Dress Shoes	\$4.98, \$5.90, \$6.90

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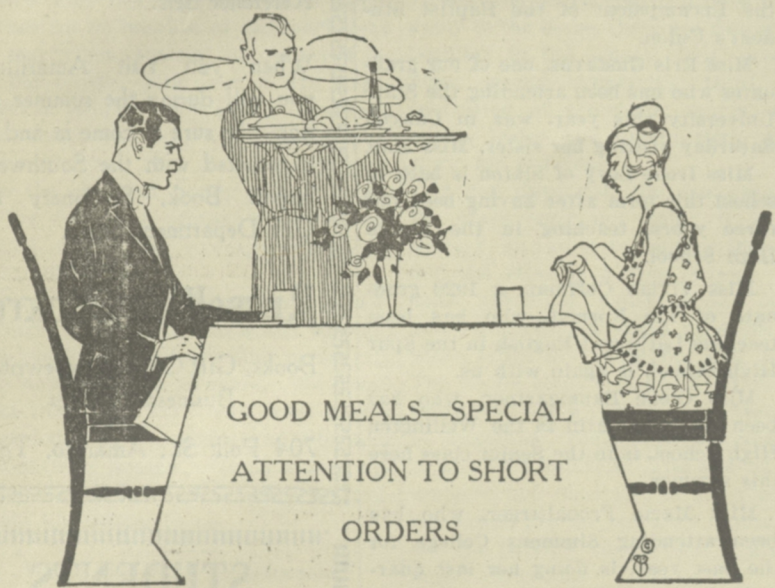
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The Bulletin Board

What would the West Texas State Normal College do without the bulletin board? I am afraid it would have a hard time existing. To the uninterested, unimaginative stranger passing it by, this plain looking piece of brown board, not so plain looking, after all, when decorated with fluttering paper, pictures and personal belongings might present an insignificant, and useless appearance. But not so with the students. They may be seen gathered in front of it at all times of the day, and with almost any kind of expression on their faces. Indeed, this small piece of architecture would not attract an art teacher for its color scheme or for its balanced arrangement. It might remind one of that new kind of "art," Dadaism, in which the artist pastes upon his canvass various objects—perhaps a spool, a scrap of silk, a doll head, or a piece of paper—which taken in order relate a story. The bulletin board relates part of the daily life of the student, or at least it has an influence upon his actions.

The bulletin board is divided into seven sections, as follows: the Y. W. C. A., and the Y. M. C. A. Societies. Faculty, General, Library, Athletics, and "The Prairie." The first section may have tacked upon it announcements from the two organizations, a poster to remind us of the kind of shoes we should wear, or the menu for lunch at Cozy Cottage. The society section is always interesting, for each of the societies is watching it to see what its rival society is doing. Upon this section also may be found class announcements. If you do not watch for these you may get into trouble. Suppose there were an important class meeting, and you gave the excuse for not attending, of not knowing anything about it. Can you blame your vexed questioner for exclaiming "Why didn't you watch the bulletin board?" But the next section may produce the most tragic effects, for upon this space the faculty fix their decrees. The student who has been cutting chapel anxiously scrutinizes the fateful list of names of those who must account for themselves, and either turns away with a sigh of relief, or with a perplexed frown. Often announcements in chapel are supplemented by "Watch the bulletin board," for how otherwise could everything get itself announced? The general section is indeed general. It may contain anything from a lost powder puff, or a locker key, to an advertisement of a house to rent. The next two sections, Library and "The Prairie," are rarely ever used for the purpose for which they are designated, consequently they have become an extension of the general section. Upon them are found Sunday School posters, facts concerning the Annual, and various other articles. Last, but not least, comes the athletic section, on which may be basketball or baseball schedules, or athletic pictures.

If you want to find entertainment, go to the bulletin board—it usually has some cartoon or item of interest on it. Or if you want to know the latest news of the school—go to the bulletin board. Indeed, you are sure to miss something, if you do not read this daily newspaper of the school. We could not get along without it any more than we could get along without "The Prairie." Read the bulletin board!

A Piece of Patchwork

I have among my most valued possessions a little quilt which was made for me when I was a baby. It was a work of love, done by my grandmothers and great grandmothers. It is a small light weight coverlet, just the right size for a baby's bed. The quilt is made of tiny scraps of silk, of various colors and of every shape, sewed together with dainty stitches.

I saw my grandmother looking at it the other day, but she did not know that I saw her. She first looked carefully at a little square of blue and white checked silk, and gently rubbed her fingers over it. Then I saw her look at other little squares and triangles, closely and carefully, for a long time, and then her eyes seemed to wander from the little squares of cloth and to wander far away. Perhaps those little scraps had been left in the making of a dress that had belonged to someone known and loved long ago; any way, I am sure they brought memories to her of those far away days when the little quilt was made and of the ones who helped her make it.

—R. F.

A Rainy Day

Big, black, mirky clouds rose out of the northwest, rolling and rumbling angrily. The sun hid his cheerful face, as if frightened. The day grew dark. The flashes of lightning became more distinct, and the claps of thunder grew louder and nearer. Drops of rain began pattering merrily on the roof. The wind changed, and blew fiercely, bending the trees almost to the ground. The

rain rushed down in torrents. Hall danced wickedly among the flowers, in the grass, and on the garden stuff, doing its best to crush them. A woman, thoroughly drenched, and struggling with an umbrella, ran hurriedly along the walk. Chickens, with dripping feathers, and drooping tails, ran in every direction seeking shelter. The old cow backed up in her stall, and gazed out at the storm while she placidly chewed her cud.

—R. J.

Our Attic

When as a child I stealthily climbed the stairs of my home and surreptitiously opened the door, I stepped not into a comfortably furnished bedroom, but within the confines of the attic.

Above me slanted the kindly old roof with its weather-stained shingles, long rafters, and slightly sagged cross beams. Garden products destined for future use were suspended from these cross beams. There hung bunches of dry onions, bundles of dry sage, and pods of pepper whose presence brought to mind no calculations as to altitude—but near to these hung, not too securely sacked, walnuts and dried fruits.

Across the southeast corner of the room, farthest from the entrance, loomed the supply of surplus bedding, covered by a closely fitted slip. This smooth, inviting bulk would have afforded a capital resting place, had not the telltale feather mattresses invariably been placed on the top.

Behind the bedding against the wall, leaned a number of framed portraits, principally those once belonging to the paternal side of the house, together with sacked beans, pop corn, and peanuts stored for seeds. In the side of the peanut sack next to the wall, there was an unaccountable hole.

Cast off or indisposed furniture occupied the space behind the open door. First, there stood the once faithful but now resentful looking organ; and to its left, where they had long awaited repairs, were stacked the broken rockers and bottomless kitchen chairs.

Along the north and south sides of the attic walls ran a veritable "trunk line." There were so many trunks that my mother seemed never to remain away from home long enough for us to satisfy our curiosity concerning their contents.

There was little wall space over which old clothes did not hang. If there were a few garments scattered over the floor, it was due to an opera or musical staged in the attic during the absence of certain individuals.

The southwest corner of the room seemed to support an undue burden of old magazines and delineators bearing dates and fashions strangely foreign to my time. No less strangely foreign seemed the school books of former generations, which formed a part of this "ancient library." Intermingled with these texts and periodicals were found some works of fiction, whose titles aroused my curiosity and whose influence led me to establish a clandestine reading room behind the large brick chimney erected in the center of the attic.

—B. B.

When Grandmother Packed Her Trunk

Among the most clearly remembered pleasures of my childhood are those times when grandmother permitted us to stand around and look on as she packed her trunk. Even the sorrow of her going away was temporarily forgotten, for her trunk held treasures far more wonderful than Crusoe's chest.

Especially do I remember a huge black fur cape, lined with purple silk. It was thrilling just to rub the soft, long fur with our little hands; but more wonderful, still, we were allowed to wear it—preferably wrong side out, that the pretty color might show. Then there were dark, faded, old pictures that had been accumulated during a long period of family history. They were all carefully wrapped in tissue paper; but we were permitted to look at them, provided we placed them all back just as we found them. Among them was a little tin picture of Grandfather, which he had given Grandmother when they were sweethearts. We could hardly be persuaded that it was really of the same Grandfather who now walked so slowly, and wore such a long white beard. There was another picture of him, too. Here, he was dressed in a captain's uniform and looked, we said, a great deal too tall. Under the photograph was a bit of ribbon which had once been white, and on it was printed a queer little verse to Grandmother. But best of all, there was a picture of our own "Mumma" when she was a little girl. Her black hair was tied back with a funny little ribbon, and she sat very prim and straight in a great tall-backed chair. There were many other photographs, but those three I always looked at longest. Next in interest was Grandmother's embroidery thread. There were all tints and colors. We might not touch it lest it become tangled; but we might turn the leaves of the queer old book that held it, and see if there were any short threads. If there were, they were given to us along with a number of gay-colored scraps of silk, to be converted into a doll's wardrobe. It is under these circumstances that I most clearly remember our grand-

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mother, and it was under these circumstances that we loved her best, then; for, after the way of childhood, we loved her best, I am afraid, when she was most generous.

—A. M. W.

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In other words they spend their money and take chances. It pays to save money and keep it in a reliable Bank, like ours. Then when investments are to be made our entire banking facilities and banking experience are at your disposal and you need not take a leap in the dark. We carefully safeguard every dollar entrusted to our care.

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DR. HENRY S. CURTIS DELIVERS LECTURES

(Continued from page one)
make work more interesting. Work also may detract from play. The man who always talks shop.

7. How much leisure do we need? English gentleman, leisured class, idle rich, children and aged all would work 6 or 8 hours a day. The amount really determined by nature of work. Monotonous work, hours should be short, varied and interesting, may be longer. 8. To enjoy leisure should have good conscience, cheerful disposition, a sense of success. Must not hurry or worry about results.

9. In leisure hours find time to rest, to dream, for study, reading, theater, avocation and play.

10. Our leisure time consists in hours from 4 to 6 each day, Saturday and Sunday afternoons, holidays, Christmas, Easter and summer vacations. Should have definite ideas of what to do each of these times.

11. Leisure is increasing. Saloons are closed. Schools must train for leisure; must teach games and activities that children will carry on after school days are over, such as volleyball, playground baseball, tennis, bowling, swimming, skating, walking, camping, etc. Basketball, football, and gymnastics are not a real preparation for leisure time, because they are not carried on after school days are over.

Play and Recreation in the Country
43 per cent of American farms are now held by tenants. Percentage is largest in sections where agriculture has been most profitable, and apparently farmers are leaving their farms as soon as they are able.

Great opportunity of American farmers. Forgetting to live in the pursuit of a living. Story of Porto Rican traveler; the autoist in the Adirondacks. Postponing life to some future date. "Write it upon thy heart." Life must have a series of aims—business success, rearing a family, friendship, duties to the church and community, and the enjoyment of life.

Social life and recreation have been ignored. No department such as parks or playgrounds to keep it before the mind of rural people.

Still wealth is comparatively unimportant to the farmer, raises food, needs few clothes, or even buildings, children become self-supporting early.

Old time sports, such as wrestling, boxing, shooting, log rolling, husking bees, quilting, corn cutting and mowing together have disappeared.

1. These farmers are an ultraconservative element who stop progress in the towns to which they go. Come for children, but rural villages not a good place for them.

Make the problem of the country also. Withdraw the leadership which which the country needs most; living in town, not willing to support rural churches, schools, or betterment movements. Tenants allow farm and neighborhood to run down.

2. The Country Life Commission appointed by President Roosevelt; members of the commission; studies made; conclusion. Results in changing direction of work in agricultural colleges and rural sociology, holding of Rural Life Conferences, and forming of state commissions of rural life.

3. Why Rural People are leaving farms:

A—1. Farmer, working too long hours to enjoy life or make progress. Farming transformed in last 40 years has become most learned profession; requires much scientific knowledge and mechanical business acumen. Long hours do not lead to best results.

2. Farmer working by rule of thumb, deals with plant forces with little ability. Scientific farmer finds every crop a scientific experiment.

3. Farmers have not learned to love the country and nature. School has not prepared them for farm life.

4. The isolation of farm work, and failure of farmers to co-operate in social, political or business undertakings.

B—The Farm Wife: Hours much too long; lack of labor-saving devices; work monotonous and indoors; no regular income or allowance for the most part; lack of all vacations, infrequency of social occasions of any kind.

The Remedy: More labor saving devices; efficient methods in the house work; the social center and better organization of social life; more children.

C—The Boys and Girls.

1. Farmer says boy doesn't need to play because there is plenty of exercise on the farm. Girl must be sensible, not devote to dreams and romance; but youth demands adventure and romance for the nourishment of its spirit.

2. Decreasing size of families in rural sections everywhere makes play difficult for children and takes away most of the play that formerly came to parents. Race Suicide in the country a double tragedy.

4. Recreation at the Farm Home. Sand bin, swings, playhouse or tent, facilities for croquet, volley ball, quoits and tennis.

5. Play at the Rural School:

(a) Larger grounds, fenced and covered with vines, surrounded by

trees; facilities for volley ball, indoor baseball, long ball, croquet, tennis, and common athletic events; sand bin and swings for little children.

(b) The Play Festival for the country, with common games and athletic events. Country children need these competitions for a wider acquaintance and an enlarged horizon, and the country needs them for the new information of the value of play.

(c) The school excursion and the development of a love for nature.

(d) The consolidated school. Needed for the sake of play and social life even more than for educational reasons.

(e) The development of community recreation (1) through picnic groves at consolidated school, township and county park systems; (2) through greater accessibility of towns by means of automobiles and trolley cars; (3) by organization of recreation and social life through Y. M. C. A., agricultural secretaries, school superintendents or by paid organizer of play.

(f) The Social Center: Needed more in country life than in city on account of isolation of country life. Farmer must play at night and in the winter. Gymnasiums and Domestic Econ. Depts., picnic groves at new consolidated schools. Organization of co-operation and community enterprises thru S. C.

Play in the Open Country

Life is the most difficult of all arts. True success means business success; success as husband and father, as a neighbor, as a citizen, and as a man. To hold these values in true proportion is not easy. The American farmer has often allowed his ambition for material success to entirely efface, or nearly so, his ideals of success in the other lines. Yet he has little use for money.

The school ground should be at least two acres in size, level, fenced, and always properly mowed. One or two rows of trees should surround it, and the fence should be covered with flowering vines. They should make provision for volley ball, indoor baseball, croquet, tennis, and general games, and have running track, jumping pit, and horizontal bar. Balls necessary for play should be furnished. Well to have also sand bin, a few low swings, and slide.

In each county there should be an annual play festival with folk dancing, games, and general athletics.

The principal of consolidated school should have extra salary in order to organize recreation for the township. Picnic grove for Saturday afternoons, and social center at night will help the situation very much. Organization of social life makes country attractive and increase value of property.

Teacher should be a social leader and organize social functions for the community.

Teacher should teach love of nature by taking children to points of interest and beauty in neighborhood, by starting a garden of common flowers, and making collections to be pressed and mounted for the school. Also by keeping track, with the children, of migrating and resident birds. Teacher should organize social center and various social activities for the neighborhood so far as possible.

The Feminine Nuisance in Literature

Joseph Hergesheimer in the July issue of "The Yale Review" gives some interesting ideas on what he terms "the feminine nuisance in Literature." The author says that nearly all of our late literature is written for women. To prove the truth of this statement, he cites the following illustration of American novels:

"Peter Grindley dares the terrors of the world from the Antarctic to Brazil, endures terrestrial trials and calamities, in order to put all that he heroically becomes between the hands of little Mary Simms on the porch that night in April when, bronzed and beautifully scarred, he returns. It should be noticed that Peter Grindley never returns without the gold mine, he never comes back until the timber of the great northwest has been turned into negotiable securities."

Continuing in a more serious tone, Mr. Hergesheimer deplores the lack of appreciation of Art on the part of men. He thinks it should be men's province as well as women's. The entire article is worth reading and considering.

An "E"

"E" stands for excellent we hear them say,
But I don't see it in just that way.
Though of all the letters it may be the best
I simply cannot like it as I do the rest.
But what's the use grumbling over an "E"?
I'll just grit my teeth and make an "A" or a "B."

—L. H.

Misses Rosa and Goldia Jones of Abernathy are visiting their cousin, Miss Thelma Jones, this week.

The Y. W. C. A. girls will sell ice cream cones every afternoon throughout the summer, in the lower hall at the Normal. Do not forget to bring your dime.



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THE RANDALL COUNTY NEWS
(WE PRINT THE PRAIRIE)

Personal Items

Miss Mattie Jordan of Tulia, a graduate of our institution, was here Monday visiting Miss Drucilla Shropshire. Miss Jordan has been teaching Latin in the Abernathy High School for the past year.

Miss Elva Fronabarger, the Baptist Student Secretary, has just returned from Lampassas, where she attended the Encampment of the Baptist Student's Union.

Miss Eris Gustavus, one of our graduates who has been attending the State University this year, was in Canyon Saturday visiting her sister, Miss Mae.

Miss Irene Levy of Slaton is back in school this term after having been out three years, teaching in the Slaton High School.

Miss Vivian Coffman, a 1920 graduate of the Normal, who has been teaching Latin and English in the Spur High School, is again with us.

Miss Olene Baumgartner, who has been teaching Latin in the Wellington High School, is in the Senior class here this summer.

Miss Marie Fronabarger, who has been attending Simmons College for the past year, is doing her last quarter's Senior College work here this summer. Miss Fronabarger is a 1919 graduate of our Normal School.

Following Mr. Sisk's chapel lectures on "What a City Superintendent Expects in a Teacher," Mr. Guenther is telling the student-body what a County Superintendent expects in his teachers.

Mr. R. L. McKnight and family of Temple, Texas, are here spending the summer with their daughter, Miss Roberta McKnight.

Miss Ada Terrill has returned from Birmingham, Alabama, where she has been teaching the past year. Miss Terrill is the daughter of R. A. Terrill, Head of the Manual Training Department of the Normal.

Dr. Al Stafford, who has just completed his medical course at Galveston, visited us at chapel Monday. Dr. Stafford is the son of Professor B. A. Stafford, and a graduate of this institution. He will leave in a short while for San Francisco, where he will be an intern in a hospital.

Miss Muriel Phillips, of the Expression Department, spent the week-end at her home near Claude.

Miss Emma McClesky, of the Education Department, spent Monday in Amarillo visiting friends.

Miss Lorene Dry has been called to her home at Merkel, on account of the serious illness of her father.

Miss Evelyn Miller, a student of the Normal, went to Hereford Saturday to attend the Annual Rhodoe.

Doyle Owenby, a former student of the Normal, has been visiting his sister, Beulah Owenby, who is attending the Summer Normal.

President Hill will leave next Saturday for Austin, where he will appear before the Senate Finance Committee.

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